

LEBANESE AMERICAN UNIVERSITY

Code-switching in the TEFL Undergraduate Classroom:

Teachers' and Students' Perceptions and Practices

By

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A thesis

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Dedication

This thesis is dedicated to my parents, who have been a consistent source of support and encouragement throughout my graduate school and life challenges. I am grateful for your presence in my life. This work is also dedicated to my older brother, Hussein, who has always loved me unconditionally and inspired me to work hard for the things I want to achieve.

I also want to thank my academic advisor for guiding me through this process and the committee for keeping me on track.

Code-switching in the TEFL Undergraduate Classroom: Teachers' and Students'
Perceptions and Practices

Sandra Al Chal

ABSTRACT

Code-switching is the usage of two or more languages when speaking and it happens mostly in communities that are bilingual. This paper is an exploratory qualitative study which focuses on code-switching in TEFL undergraduate courses at a private university in Lebanon. The aim of this study was to discover teachers' perceptions and practices regarding code-switching in first and second year TEFL major classrooms at a university in Lebanon. It also investigated students' perceptions regarding code-switching in the first-year undergraduate TEFL major in the university. The study attempted to see whether teachers and students perceive code-switching as a beneficial tool in the classroom or not. The four instructors of the first and second year TEFL undergraduate courses were interviewed using in-depth interviews. Their classrooms were observed three times using non-participant observations. The students were also interviewed using focus-group interviews. The findings of this study supported the view that code-switching in the language classroom is a facilitating tool for the students. The findings also showed that switching to the native language should be allowed only in certain situations when it is needed and that it has many benefits for the students, as supported by previous findings. However, further research should be conducted in more than one campus of a university and with larger number of participants in order to get a wider view of the Lebanese context. In addition,

longitudinal studies should be conducted to see the difference between the levels of code-switching at the beginning of the semester and at the end of it.

Keywords: code-switching, Teaching English as a Foreign Language, TEFL, Monolingual approach, L1, L2.

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Chapter One

Introduction

Years ago, the norm was to use the translation method, i.e. to teach in two languages. Teachers used to teach the new material using the native and the target language (Howatt & Smith, 2014). However, decades later, the translation approach started reversing itself slowly into a new approach to language teaching and learning which promoted the use of one language in the classroom (Celce-Murcia et al., 2004; Miles, 2004) and then the norm became to use the target language exclusively in the classroom. This monolingual approach was strengthened in the twentieth century due to colonialism and mass migration which led people from different parts of the world to meet, as they need to communicate in a common language which is the target language being taught. (Miles, 2004). Using the native language in addition to the target language in the classroom had been a debatable issue among researchers as well as teachers (Brown, 2000; Rolin-Ianziti & Varshney, 2008). This issue is crucial to teachers because it impacts the teaching and learning process. Code-switching, which according to Ra'uf (2017), is the alternation between two or more languages while speaking, has become a concern for researchers especially in multilingual contexts, such as Lebanon. Many researchers stated that code-switching might lead to negative effects on the students' learning and their usage of the language (see for example, Alenezi, 2010; Bahous et al., 2014; Li, 2008; Modupeola, 2013) which led to a fear among the parents and the teachers that code-switching might affect the acquisition of the target language among the

students. However, other recent studies have highlighted the importance of code-switching in the language classrooms in helping the students acquire the target language (Ahmad & Jusoff, 2009; Al-Qaysi, 2018; Attieh, 2015; Puspawati, 2018).

1.1 Significance of the Study

Recent research claimed that code-switching is beneficial in the classroom (see for example, Adami & Elyas, 2016) On the other hand, other researchers showed that code-switching has a negative effect on the teaching-learning process (Buell, 2003; Montes-Alcala, 2011). However, little research has been conducted on the use of code-switching in undergraduate Teaching English as Foreign Language (TEFL) major classes, where students should be prepared to become English language teachers.

1.2 Purpose of the Study

This study aimed to investigate teachers' perceptions and practices regarding code-switching in first and second year TEFL major courses as well as the students' perceptions regarding code-switching. The study took place in a university located in Lebanon. This study was based on the notion that teachers' perceptions regarding the language have a strong impact on the teaching-learning process (Attieh, 2015), and that code-switching can be a facilitating tool in the classrooms if used properly.

1.3 The Lebanese Linguistic Context

Lebanon is a multi-lingual society where the three languages, Arabic, English and French, are used interchangeably (Shaaban & Ghaith, 1999). The official language is

Arabic which is diglossic in nature (Ferguson, 1959). Ferguson (1959) defines diglossia as “the situation where two varieties of a language exist side by side throughout the community, with each having a definite role to play” (p.232). Diglossia means a situation where the spoken form of the language in a society, referred to as low variety, differs from the written form which is called the high variety (Ferguson, 1959). In Lebanon, the modern standard Arabic is considered as high variety since it is used for writing where the Lebanese colloquial Arabic is considered as low variety as it is used in daily conversations between the people in the community (Thonhauser, 2000).

Lebanon’s multilingualism is due to the many civilizations that lived in Lebanon (Shaaban & Ghaith, 1999). The main languages that are used in Lebanon are Arabic, English, and French. The majority of the literate Lebanese people speak these three languages. The French language was promoted in Lebanon due to the French mandate that lasted from 1923 till 1946 (Shaaban & Ghaith, 1999). On the other hand, English was spread due to the globalization and its wide use in business. In most of the schools in Lebanon, children from a very young age are being taught two or more languages (Bacha & Bahous, 2011). The subjects that are taught in Arabic are the social sciences such as Geography, Civics, and History in addition to the Arabic language while the natural sciences and Math are taught in the other language (English or French) (Esseile, 2017). In addition, most universities also teach in English or French. This phenomenon of multilingualism in Lebanon leads to code-switching between the languages (Baghdadi, 1998).

1.4 Research Questions

This study attempted to answer the following research questions:

1. What are the teachers' perceptions regarding code-switching in the TEFL major classrooms (Do they believe it is a facilitating tool or not)?
2. What are the students' perceptions regarding code-switching in the TEFL major classrooms?
3. When do teachers code-switch in the TEFL major classrooms?

1.5 Definitions of Terms

Code-Switching: It is frequently defined as switching from one language to another in the speech of bilinguals or multi-linguals (Milroy & Muysken, 1995). Auer (1984) describes code-switching as “the alternating use of more than one language” (p. 1).

TEFL: It is the acronym used for teaching English as a Foreign Language. According to McArthur et al. (2018), TEFL is “the teaching of English to learners in or from countries where it has not been traditionally used in everyday life” (p. 65). It is the teaching of English to non-English speakers (Cambridge Dictionary, 2021).

1.6 Division of the Study

This study consists of six chapters. The first chapter is the introduction, and it consists of the significance and purpose of the study, the general linguistic context in which the study took place, the research questions, and the definition of terms. The

second chapter is the literature review of previous studies conducted on the subject of this study which is code-switching. The third chapter is a description of the methodology that was used in this study where the instruments, the contexts, and the participants are discussed. The fourth chapter presents the findings. The fifth chapter includes the discussion of the findings. Finally, the sixth chapter is the conclusion where the implications and suggestions for further research are shown.

In the chapter that follows, the literature of previous studies on code-switching is reviewed.

Chapter Two

Literature Review

This literature review revisited the history, definition, and types of code-switching, including the structural classification of code-switching, situational and metaphorical code-switching, and code-switching and the Markedness theory. After that, studies focusing on the attitudes of students and teachers regarding code-switching were discussed. In addition, the literature review focused on code-switching in teaching, the functions and reasons of code-switching, and searching for the best method in teaching. It concluded with the effective factors on using the native language in EFL Classrooms.

Code-switching is a phenomenon that has been researched for years and has a range of different definitions. It can be generally defined as the switching between two or more languages when speaking (Bullock & Toribio, 2012).

2.1 History of Code-Switching

Studies on code-switching expanded in the last forty years (Adriosh & Razi, 2019) which resulted in a wealth of literature on the topic (Myusken & Myusken, 2000). Research on code-switching started in the 1950s (see for example, Weinreich, 1953; Vogt, 1954; Blom & Gumperz, 1972). Weinreich (1953) studied particularly the language contact effects; he believed that in order to understand the speech of bilinguals, researchers should investigate linguistics, the acquisition of language, and the society of the bilingual speakers since they are related. However,

Vogt (1954) believes that code-switching is not a linguistic phenomenon but a psycholinguistic one where extra-linguistics factors such as the society are the causes of code-switching.

Moreover, most of the research that was conducted on code-switching focused on the characteristics of the structure of code-switching. Nilep (2006) states that researchers such as Sankoff and Poplack (1981) focused on the syntactic and morpho-syntactic characteristics of code-switching, and by that they ignore the reasons and functions of code-switching. Auer (1984) argues that studying code-switching as a grammatical aspect and not considering it as a product of individuals' speech is insufficient.

In the 1970s and 1980s, researchers started to study the United States bilingual education (Martin-Jones, 1995) and some studies focused on the development of linguistics in children and followed a quantitative approach (Rezvani & Rasekh, 2011). Later, other researchers studied code-switching following a qualitative approach where they focused on the recordings of audios and frameworks for the investigation of the teachers and the students code-switching in the classroom (see for instance, Milk, 1982). These studies were conducted for the purpose of knowing the reasons and functions of code-switching. Therefore, the studies on code-switching have developed a lot, from quantitative approaches to qualitative studies, and from studying it as a grammatical aspect to studying the functions of code-switching, and moving to studying code-switching in various context such as the classroom. Gafaranga (2007) believes that code-switching can be studied from two different views, either from a grammatical perspective as found in Sebba (1998) and Myers-Scotton (1993a), or from a socio-

functional view which believes that the social norms affect code-switching as found in the work of Gumperz (1982), Auer (1984), and Myers-Scotton (1993b). The latter believe that code-switching is used in order for the speakers to interact, and thus as a strategy for conversation. Munoz-Sandoval et al. (1999. p. 3) describe it as “verbal strategies that people engaged in conversation employ to understand each other within the context of a particular conversation.”

2.2 Definition of Code-Switching

The term code-switching is a broadly researched language phenomenon (Nilep, 2006); it is difficult to have one definition of it (Bullock & Toribio, 2012). It is frequently defined as switching from one language to another in the speech of bilinguals or multilinguals (Milroy & Muysken, 1995). According to Gumperz (1982), code switching is the “juxtaposition of two grammatical systems or subsystems” (p. 59). Auer (1984) describes code-switching as “the alternating use of more than one language” (p. 1). Valdez-Fallis (1978) says that code-switching happens when a speaker interchange codes in his/her conversation and he/she does that by borrowing words or phrases from other languages or by mixing words from different languages. Myers-Scotton (1997) defined code-switching as the production of discourses that contain phrases from the speaker’s “linguistic repertoire” (p. 1) and it is “the use of two or more languages in the same conversation” (Myers-Scotton, 1989, p.336). While according to Milroy and Muysken (1995), code-switching is when bilinguals or multilinguals use two or more languages alternatively. Baker (2006) believes that any bilingual individual uses two languages and code-switch between them but one of the languages is dominant over the other. Also, Lin (2008) describes code-switching in the classroom as the “alternating use

of more than one linguistic code in the classroom by any of the classroom participants (e.g. teacher, students, teacher aide)” (p. 273). According to Jamshidi and Navehebrahim (2013) and Tariq et al. (2013), code-switching is the alternation between languages by bilinguals.

2.3 Types of Code-switching

Bullock and Toribio (2012) stated that classifying code-switching into types is difficult. However, Blom and Gumperz (1972) and Muysken (2000) for example classified code-switching into types, whether from a grammatical or functional aspect. When code-switching is studied from a grammatical perspective, the focus is on the characteristics of code-switching at the syntactic level with the concern of searching for “universal grammar constraints to code-switching” (Ma, 2020, p. 1552). While studying code-switching from a functional aspect focuses on the explaining why people code-switch such as to exclude someone from the conversation, or to express identity.

2.3.1 Structural Classification of Code-switching

There are many types of code-switching. Sankoff and Poplack (1981) propose three types of code-switching which are the following: tag-switching, intra-sentential, and inter-sentential. Tag-switching, which is also called extra-sentential code-switching, is when the speaker inserts a short phrase of L1 such as an interjection (e.g. you know) in his/her speech while talking in L2. In intra-sentential code-switching, the switch from one language to another happens with no signals or interruptions that a change will happen (Lipski, 1985). The switch happens within the sentence. In inter-sentential code-

switching, the speaker switches between languages in the sentence boundaries or in clauses. “Sometimes I’ll start a sentence in Spanish y termino en español” is an example of inter-sentential code-switching (Poplack, 1980, p. 594).

Sankoff and Poplack’s (1981) types of code-switching have been labeled differently by Milroy and Muysken (1995) as tag-switching, emblematic switching, and extra-sentential switching. Classifying code-switching into types is open-ended as researchers can classify the code-switching into different types based on many perspectives (Almulhim, 2014).

2.3.2 Situational and Metaphorical Code-switching

Blom and Gumperz (1972) divided the types of code-switching into situational and metaphorical, in the interactional sociolinguistics framework. According to Chan (2007), situational code-switching is the “alternate use of language varieties in accordance with a change in setting” (p. 72). Setting has an effect on language switching that is often linked to social, institutional, or cultural norms (Almulhim, 2014, p. 18). On the other hand, metaphorical code-switching is defined by Gumperz (1982) as “a type of code-switching where individuals build on their own and their audience's abstract understanding of situational norms, to communicate metaphoric information about how they intend their words to be understood” (p. 61). For example, when a speaker is talking in one language and forgets the terminology of a certain word, he/she switches to another language, usually the native language, in order to fill the gap and continue communicating. Metaphorical code-switching is classified by Gumperz (1982) into quotations, addresses specification, interjection, reiteration, message qualification and

personalization versus objectivation functions (pp. 75-84). Metaphorical code-switching is used as a technique for communication in order to fill gaps in linguistics, whereas situational code-switching can be used to manage a classroom, to express affection, or for social functions. However, sometimes it's difficult to distinguish between these two types of code-switching and in some cases, code-switching can be both situational and metaphorical.

2.3.3 Code-switching and the Markedness Theory

After the differentiation done by Gumperz between situational and metaphorical code-switching, Li (1998) claimed that the Markedness theory is the most important theory in the code-switching functional and social aspects. Li (1998) stated that this theory focuses on the analysis and interpretation of the speakers' intentions in the conversation where the speakers are bilingual. Moreover, Li (1998) adds that the Markedness theory's, according to Myers-Scotton (1993b), objective is to explain the social reasons that motivate code-switching. In addition, Myers-Scotton (1993b) stated that the Markedness theory argues that language is related to social rules that should be understood by each speaker in order for the code's significance to be clear for each speaker. So, according to this theory, a teacher for example should be aware when he/she chooses a language in the classroom since some languages may be more accepted in a culture than other languages on certain instances like greeting (Almulhim, 2014). Li (1998) argues that Myers-Scotton's Markedness theory is valid to use universally in all bilingual communities. In addition, Li (1998) said that Myers-Scotton theory and Gumperz's differentiation between the metaphorical and situational code-switching are

similar in many way. On the other hand, Raschka et. al (2009) argue that the Markedness theory of Myers-Scotton doesn't apply to any community of bilinguals and is not universal.

2.4 Teachers' and Students' Attitudes towards Code-switching

Code-switching is a common phenomenon in English as foreign language classrooms. However, according to Brown (2000), it is a very debatable phenomenon whether to use code-switching in classes or not. Teachers' and learners' attitudes play a crucial role since they are essential in the process of learning and there is a number of researches that studied the attitudes of the teachers and learners towards code-switching in the English language classrooms (see Shabir, 2017). According to Krashen (1982), people who are learning a language must be exposed to input that they comprehend in order for them to acquire the language correctly. So, if a student didn't understand what is being said, he won't go on with a task and won't feel motivated to continue learning. Also, Ellis (2015) found that teachers in the English language teaching (ELT) classrooms code-switch in order to explain a concept if the students find difficulty understanding it in the L2. In addition, Yao (2011) states that teachers code-switch unconsciously in the classrooms and they do so in order to translate words that are difficult for the students to understand, to help students relate to the concept, to give instructions, and to help students feel comfortable and not nervous in the class. Also, teachers code-switch in order to help students that are low proficient to understand the lesson so that they can communicate more (Selamat, 2014). Moreover, teachers believe that code-switching in the classroom helps students increase their self-esteem and it also maintains a positive environment in the classroom (Moghadam et al., 2012). In a study

conducted in Pakistan by Bhatti et. al, (2018), where they used observations of the classes for data collection in order to check the reasons and the practices of code-switching in the language classroom, they found that teachers consider code-switching to the native language in the foreign language classrooms as a useful teaching tool which facilitates the teaching-learning process. Also, in another study conducted by Adriosh and Razi (2019) in universities in Libya, it was found after fifteen hours of observations of the classrooms that teachers have positive attitudes towards code-switching in the foreign language classrooms and they consider it as a helping means for different purposes. However, Hall and Cook (2012) stated that teachers feel guilty when they use the native language in a foreign language classroom (e.g. Littlewood & Yu, 2009). Macaro (2005) believes that those feelings of guilt are “not a healthy outcome of a pedagogical debate” (p. 69). In addition, many teachers believe that they should not switch to the native language in the classrooms (Chowdhury, 2013). A case study conducted by Vu (2017) in Vietnam, which used questionnaires and focus-group interviews to study the EFL teachers’ perspectives towards code-switching in the class, found that half the teachers believe that they should quit code-switching and use English only in the classroom. Also, in a study conducted in a school in Finland to check the teachers’ attitudes towards code-switching by using an online questionnaire, it was found that older aged teachers had negative attitudes towards code-switching and preferred to use the target language only in the class (Kulmakorpi, 2020). On the other hand, Simon (2001) showed that teachers and learners code-switch without feeling guilty in the classroom. Similarly, Grant and Nguyen (2017) conducted a study in Vietnam to check teachers’ attitudes and practices of code-switching in the class by using classroom observations and interviews and the results showed that teachers’ perceived

code-switching as a natural part of the learning process and thus don't feel guilty when using the native language. Therefore, there are differences in the attitudes of the teachers regarding code-switching in the classroom. This difference in the attitudes is due to the thought that an ideal teacher is the one that speaks only in the target language in the classroom. However, teachers should know that code-switching to the native language in the classroom doesn't mean that they have low-proficiency level in the target language although sometimes they have (Almulhim, 2014). Also, teachers should be encouraged to look at the new research which shows that code-switching has both advantages and disadvantages. Gauci and Grima (2013) believe that code-switching is useful to use with weak learners, and teachers should be very careful when they use it in advanced levels. In addition, a study conducted by Caballero and Celaya (2019) in a school in Barcelona to study if the proficiency of students had an effect on the teachers' and the students' code-switching by using audio-taping of the students' interactions with the teachers in the class. The results showed that code-switching is more helpful with students who are of lower-proficiency levels.

Regarding students' attitudes towards code-switching, Cook (2016) mentions that there is a lack in research that studies that. However, recent studies have investigated students' attitudes regarding code-switching such as Attieh (2015) studied teachers' and students' attitudes towards code-switching as well as the teachers' practices of code-switching in beginner Spanish classrooms in Lebanon by using questionnaires, interviews, and observations. Her results showed that students also believe that code-switching help them understand more in the classroom. Also, Abualzain (2019) explored students' perceptions on using code-switching in the EFL class in Saudi Arabia by using

questionnaires, and classroom observations for data collection. Results showed that students have a positive attitude towards code-switching and that they perceive it as a helpful tool for their learning and comprehension (Abualzain, 2019). According to Nordin et al. (2013), students have positive attitudes toward code-switching and they believe that code-switching helps them to understand and master the language. However, in another research, it was found that students' anxiety, their motivation to learn the language, and their academic competence influence their attitudes towards code-switching (Bailey, 2011). Students with high anxiety level, low motivation to learn the language, and low academic competence prefer teachers to code-switch in the classroom (Bailey, 2011). Al-Nofaie (2010) also showed that students have positive attitude regarding the use of Arabic in the class, but only for specific reasons and not all the time. She also stated that code-switching is something that can't be avoided, although the teachers try to limit their use of the native language. Students preferred code-switching in English language classrooms in certain situations such as translation to save time (Atkinson, 1987), to translate and clarify the meanings of new words (Abeid Allah, 2020), to comprehend better (Nazeri et al, 2021), when something is hard to express in the native language (Kharma & Hajjaj, 1989), and when the students need to ask for help from each other or from the teacher (Cameron, 2001; Rauf, 2018). However, Macaro and Lee (2013) conducted a study in South Korea to investigate the attitudes of 12-years-old students and university students towards their teachers' use of code-switching and collected data by using questionnaires and interviews. They concluded that university students preferred their teachers to teach their English language classrooms in English only.

On the other hand, Krashen (1985) stated that code-switching should not be used in the language classrooms in order for the target language to be maximized. Ellis (2015) also said that students should be more exposed to the target language in order to acquire and learn it faster. In another research, it was found that teachers believe that code-switching should only be done in classes for beginners and it should be limited when the level advances (Horasan, 2014). Johansson (2014) found in her study of students' language preferences in the classrooms that 87% of the students prefer their teachers to use only L2 in the classrooms. Another study conducted in Iran by Rasouli and Simin (2015), found that 70% of the students believe that teachers who code-switch are not proficient in the L2 and that's why they switch to L1 in the classrooms. According to Bahous et al. (2014), who conducted a study on teachers' and students' perceptions of using code-switching in an American university in Lebanon, half of the students from different programs preferred code-switching between L1 and L2 in the classrooms while the other half preferred using only L2. However, according to Rukh (2014) and Rukh et al. (2014), students in the English department or who are majoring in English prefer the usage of L2 only in the classrooms and have negative attitudes toward code-switching. Also, according to Song and Lee (2019), who compared the effects of teachers' code-switching versus the usage of the target language solely on the English as a foreign language students' acquisition of vocabulary, students preferred code-switching in learning the foreign language and they reacted in a negative way towards instructing in the target language only. According to Alsufayan (2021) in a study conducted in EFL classrooms in a Saudi university, students expressed positive attitude towards using Arabic in their foreign language classrooms but in a limited way and for certain functions only. However, others mentioned that code-switching is only for low-

proficiency students and that they prefer to use English only (Alsufyan, 2021). In another study conducted by Perez-Trevino (2017), the results showed that student rely on code-switching for better understanding on the foreign language and that code-switching help them comprehend meanings and expand their language proficiency.

2.5 Teaching and Code-switching

According to Brown (2000) and Dailey-O’Cain and Liebscher (2015), the issue of whether to code-switch between the native language and L2 in the language classrooms or not has been debatable. This debate and the research on it have focused primarily on classrooms teaching English as a foreign language. Researchers who support the usage of only English in the language classrooms argue that L2 is acquired depending on the quantity of exposure to it, while researchers who oppose using only English in the classrooms argue that using the native language helps in facilitating the learning process and the students’ attitudes towards it is positive.

2.5.1 Advocates of Code-switching

There are several theoretical frameworks that argue that the usage of the native language in the L2 classrooms facilitates learning (Macaro, 2009). According to the Cognitive Processing Theory, language is interpreted, processed, and stored in the same way as other forms of information are (Ellis, 2005). As a result, the individual develop the skills of linguistics and communication based on the repertoire of the different available languages not only on a single language repertoire (Adriosh & Razi, 2019). Therefore, when a bilingual or multilingual speaker tries to speak in one of the languages, “the lexical elements of both L1 and L2 are stimulated in the long-term memory” (Adriosh & Razi, 2019, p. 3).

According to the socio-cultural theory, the efforts of an individual and the social context in which learning takes place are brought together (Antón & DiCamilla, 1999). Also, defenders of this theory argue that the individual's development of the brain and cognition is affected by social and cultural influences. In the socio-cultural theory, the individual must depend on his/her native language in order to acquire the L2 since the native language is used for communication and for the control of the mental process, where the individual talks to him/herself privately (inner speech) which in turn affects the way he/she thinks and behaves (Adriosh & Razi, 2019). Moreover, the multi-competence view introduced by Cook (1992) suggested that when learners feel that their native language is being used and valued in the classroom environment, they will feel more motivated to learn the new language.

Recently, a large number of researches investigated the issue of code-switching focusing on the effects of teachers' code-switching on the students (see Al-Adnani & Elyas, 2016; Al-Qaysi, 2018; Rauf, 2018; Simasiku, 2016) and on the teachers' attitudes of using code-switching in the language classrooms (see Adriosh & Razi, 2019; Attieh, 2015; Rasouli & Simin, 2015; Yao, 2011). For example, Al-Adnani and Elyas (2016) conducted a study in an English language institute in Saudi Arabia to investigate the reasons why teachers code-switch in the class as well as the students' perceptions towards using code-switching in the language classroom. The researchers used questionnaires and observations for data collection and the results showed that students believe that code-switching facilitates their learning experience. In addition, another study conducted by Al-Qaysi (2018) investigated teachers' and students' attitudes towards code-switching in Oman using questionnaires and interviews for data collection

and revealed that code switching is very motivating and encouraging for the students to learn the target language. Moreover, Rauf (2018) showed in his study, that was conducted in Pakistan to investigate the students' attitudes towards code-switching and its effects on their learning by using questionnaires for data collection, that code-switching helped the students to learn faster, comprehend more, and better understand the subject matter. Furthermore, Adriosh and Razi (2019) studied teachers' attitudes of using code-switching in the classroom and the functions that it serves in Libyan universities. They found that most of the teachers have positive attitudes towards switching to the native language in the classroom as well as use it in their instruction. Also, the results showed that code-switching is used by the teachers for different purposes such as clarification and recapitulation (Adriosh & Razi, 2019). These studies led to a new belief that using the native language in the language classrooms can support the students and facilitate learning. Tognini and Oliver (2012), for example, conducted a four-month study in ten foreign language classrooms in Australia and concluded that using the native language in the classrooms solve difficulties that students might face in communication which might in turn hinder learning. Also, this study showed that when students communicate with each other in the native language, they support the target language usage for each other and understand the native language better. In addition, Shin et al. (2020) concluded that the native language can be used to maximize the learning of the target language. Also, according to a study conducted by Prevez-Trevino (2017), the results showed that the native language help students make connections with meanings and help in comprehending meaning which are in line with Alhamdan's (2018) results which showed that the native language is a "major mean of establishing the meaning of new concepts" (p. 174).

In addition, a lot of studies have shown that students feel anxious and frustrated when the teacher uses only the target language in the classroom where students find themselves unable to fully understand what the teacher is explaining (Brice & Roseberry-McKibbin, 2001; DeSmet et al., 2018; Sampson, 2012; Shabir, 2017; Mcmillan & Rivers, 2011; Widdowson, 2003). In Shabir's (2017) study, 65% of the participants agreed that using the native language in the classroom decreased their level of anxiety when learning a foreign language. According to Raspel (2019), using the native language in foreign language learning classrooms decreased the students' levels of anxiety especially when students are young or low-proficient in the target language. According to Nordin et al. (2013), the majority of the students prefer their teachers to code-switch in the language classrooms and they believe that code-switching helps them understand the target language more. Another study conducted by Ma (2014) showed that 98.6% of the students preferred their teacher to code-switch to the native language when they don't understand something because if he/she didn't do that, they will lose interest in learning. Briggs (2001) showed that students prefer having a teacher that speaks their native language instead of having a teacher that doesn't. Also, according to Burden (2000), students feel frustrated when the teacher uses only the target language in the classrooms.

Another study showed that students that have low-proficiency prefer the teacher to use code-switching in the classroom in order to understand and gain comprehension (Tien & Liu, 2006). Similar findings were found by Amara (2017) and May and Aziz (2020) where the teachers believed that code-switching is essential for students who have low language proficiency. However, it doesn't mean that only low-proficiency

students prefer code-switching since Eldridge (1996) explained that there is no relation between the students' achievement level in the target language and their usage of code-switching and that the assumption that as learners competence in the target language increases, their preference and usage of code-switching decreases is not true. In addition, code-switching is not a sign that the teacher is not proficient in the language (Ahmad & Jusoff, 2009); however, it should be used only when necessary and in certain situations that requires the usage of code-switching, such as for comprehension and providing explanations for new vocabulary words and concepts (Amara, 2017), for saving time and establishing strong relationship between the teacher and the students especially if the students are low-proficient in the target language (Ooi, 2017), for classroom management (May & Aziz, 2020), or for giving examples to help students differentiate between their native language and the target language (May & Aziz, 2020).

2.5.2 Opponents of Code-switching (The Mono-lingual Approach)

Starting from the 1880 and until the 1920's, teaching through translation was criticized (Howatt & Smith, 2014; Matamoros-González et. al, 2017; Wilhelm, 2018). So, teachers started to shift towards using a monolingual approach in teaching languages. A lot of factors helped in promoting such approach such as immigration and colonialism (Attieh, 2015). When immigration started to happen, especially to the United States, teachers found themselves in a situation where the classrooms were filled with students with different native languages, so the teacher had no choice except to teach the material in L2 which is the common language between all the students.

Moreover, the colonialism by the British promoted the monolingual approach by teaching the English language and portraying it as more dominant and superior.

After the failure of the translation method, the direct approach was introduced into the language classrooms in the 1920's (Howatt & Smith, 2014). This approach promoted the idea that the instruction and communication in the language classrooms must be conducted in the target language. This led teachers to come up with new ideas to teach the lessons such as demonstrating with pictures, and using dictations. Also, supporters of this approach argued that the acquisition of L2 is similar to the acquisition of the native language which in turn promoted oral communication instead of teaching grammatical rules and using translations.

The 1961 Makere report also supported the usage of only English in the classrooms. There are five principles that were produced from this report which are: that an ELT classroom should only be taught in English, that an ELT classroom should be taught by a native speaker teacher, that its better for students should be taught English as early as possible, that it's better to use more English in the classroom, and that using languages other than English in the classroom would lead to the drop of English standards (Phillipson, 1992). These five principles are widely applied in the ELT classrooms.

Moreover, another approach that promoted the usage of only the target language in language classrooms which is the communicative approach which incorporated these five principles (Attieh, 2015). According to Wringe (2014), a lot of supporters to the communicative approach insisted on the use of only the target language in the classrooms. According to the communicative approach advocates, learning a foreign

language happens through struggling in communication and not by translating to the native language (Zulfikar, 2019). Moreover, according to Pacek (2003), the native language can interfere with L2 learning thus making it difficult. The movement of using the target language only in the classrooms without reference to the native language continued to the nineties, particularly when the UK developed national curricula that exhibit the communication in the classrooms using the target language (Pachler & Field, 2001). Several methods appeared from this movement of using only the target language from the 1920s till the 1970s. Some of these methods are the Oral approach, the Audio-lingual method, and the Silent way (Celce Murcia et al., 2014; Howatt & Smith, 2014). Furthermore, starting from the 1970's till 2000+, new teaching methods appeared which aimed from real-life communications, which are the communicative language teaching and the task-based language teaching. The main purpose of these methods was the shift in the language learning's priorities away from acquisition of the language through memorization and well rehearsals toward applying the language skills in real-life which will benefit the learner (Howatt & Smith, 2014).

Moreover, there are three things that support the usage of the mono-lingual approach in ELT classrooms, according to Cook (2001a), which are: that learning a new language is the same as acquiring the mother language, so the target language should be learned in the same way a child acquire his mother language which happens through maximum subjection and hearing. The second claim is that in order for the students to learn the target language, the native language should be separated from it so that the students won't get the idea that the two languages are the same. The third claim is that

the importance of the target language will be best acknowledged by the students through the continuous usage of it.

Krashen, a key researcher against the use of the native language in the ELT classrooms, believed that the target language is acquired through maximum exposure and that the student's proficiency in the target language depends on the input of the target language. He also defended this point of view by saying that the only reason a student won't get proficient in the target language even after maximum exposure to it is that he/she is being surrounded by the native language in the classroom or out of the class (Krashen, 1985).

According to Buell (2003), code-switching to the native language impacts the target language learning negatively. Also, it is believed that when students code-switch, it means that they lack proper education, they are illiterate, and that they have low proficiency in the native language or the target language or in both (Montes-Alcala, 2001). In a study conducted by Mahdi and Almalki (2019), the results showed that code-switching to the native language might lead students to lose interest in the target language and pay less attention to it. It also showed that students become more dependent on the assistance of the teacher and wait for the translation (Mahdi & Almalki, 2019). In addition, Chen and Rubinstein-Avila (2018) mentioned that code-switching hinders the acquisition of the target language and that it is counterproductive.

Finally, the strongest support on the mono-lingual approach and the usage of only the target language in the classroom is the multi-lingual class. In multi-lingual classes, students have different native languages and the teacher won't be able to speak all of them, so she won't be able to refer to the native language in her teaching since

there is no one native language. The students are mixed which makes the native languages also mixed. In this case, code-switching to the native language will hinder the teaching process (Hawks, 2001; Phuntsog, 2018). According to Cook (2002), if teachers code-switch in a classroom where students do not share a common native language, this will lead to more difficulties. So, instead of code-switching being a tool to facilitate learning, it will be a barrier for communication (Skiba, 1997).

2.5.2.1 Criticism of the Mono-lingual Approach

The exclusion of the native language in the language classroom has been criticized by many researchers. Phillipson (1992) believed that the exclusion of the native language is unsuitable and not practical. One reason he believed that is that most of the teachers that teach English as a foreign language in countries where English is not a native language are not natives (Hawks, 2001). Sometimes, there are teachers who are not very fluent in English but still know how to teach, so if the native language is excluded from the classroom, teachers might be unable to communicate well and this will affect their teaching ability as well. Another reason why exclusion of the native language is considered unsuitable is that imposing the use of the target language solely can affect the teachers' performance ability as well as the students might feel alienated from the classroom (Pachler & Field, 2001). Also, when the native language is used in the classroom, students and the teachers feel more comfortable and express positive attitudes (Auerbach, 1993). In addition, there are some situations in the classroom where teachers or students feel that it is impossible not to use the native language, so when the native language is excluded, students might feel a barrier between them and the teacher

and the level of tension will increase (Pachler & Field, 2001). When teachers find that their students are having a difficulty in understanding something, they explain and clarify it by using the native language which will make the students and the teachers more relaxed and the tension level will decrease (Miles, 2004).

Another critique of the exclusion of the native language from the classroom is that the mono-lingual approach states that the target language must be taught by a native speaker, which is not the case (Phillipson, 1992). Phillipson (1992) believes that being a native teacher doesn't give the privilege of being more educated or that he/she teaches better. While a non-native teacher might be better at teaching the target language since he/she has been through the same steps of learning a foreign language, which in this case is the language he/she is teaching now, thereby knowing what the students will be experiencing and having their perspectives (Phillipson, 1992). Miles (2004) believes that choosing native teachers over non-natives who have experienced the same thing as the students and share common perspectives is a big loss for such a valuable resource. Moreover, the idea that a native teacher is better at teaching the target language lacks scientific proof (Phillipson, 1992).

A third critique of excluding the native language from the classroom is that maximum exposure to a language and excluding the native language doesn't necessarily result in productive learning. As a matter of fact, it is not proven that teaching in the target language solely leads to better acquiring and learning of the language (Pachler & Field, 2001). Of course exposure to the language is important in acquiring it, but there are other factors that also play a role and are more important than the amount of exposure such as the learning material, the teachers experience and training, and the

methods used for teaching (Phillipson, 1992). A good example to this would be students who have a low proficiency level (Miles, 2004). When these students don't understand something in the target language, a simple explanation or translation to the native language is better than increasing the usage of the target language which can make the students more frustrated and would lead to negative effects (Burden, 2000). Using the target language is for sure beneficial, but that doesn't mean that using it alone and excluding the native language leads to better learning (Pachler & Field, 2001).

In addition, a lot of research showed that using the native language in addition to the target language in the classrooms has positive effects on the students' learning and on the teacher. Researchers also clarified when the native language should be used. Supporters of the usage of the native language in addition to the target language in the classrooms such as Auerbach in Polio (1994) clarified that they do not support the random and the extreme use of the native language in the classroom. As a matter of fact, a large number of researches have showed when code-switching to the native language should be used and when it shouldn't (Miles, 2004). In addition, the monolingual approach is based on the assumption "the more the better" which is rejected by bilingual education research (Kubota, 2018, p. 95).

2.6 Functions and Reasons of Code-switching

Auer (1995) states that code-switching is a pragmatic phenomenon which happens for a reason. According to Gumperz (1982), there are six functions of code-switching. The first function is quotations where people code-switch in order to quote someone else or the switching serves as a reported speech. The second function is called addressee

specification where the speaker switch between languages in order to direct his speech to a specific person in the group where the conversation is taking place and when there are several addressees. The third function is interjections where a speaker code-switches in order to “mark an interjection or sentence filler” such as you know or OK (Gumperz, 1982, p. 77). The fourth function is reiteration where the speaker switches between languages in order to emphasize the message or to clarify it. The fifth function is message qualification where code-switching happens in order to amplify or add details to the story/message being told. The last function is called personalization versus objectivization which means the speaker distance from or involvement in the speech, “whether a statement reflects personal opinion or knowledge whether it refers to specific instances or has the authority of generally known fact” (Gumperz, 1982, p. 80).

According to Sert (2005), people, teachers in particular, code-switch to make sure that the message they said is being understood correctly. In the same research, Sert (2005) also determined students’ code-switching functions as floor-holding, conflict control, reiteration, and equivalence. Moreover, teachers’ code-switching depends on the topic being discussed or taught. Sometimes, there are lessons that are better understood and easier to explain for the students in their native language such as some grammatical rules (Flyman-Mattson & Burenhult, 1999). In addition, Auer (1999) lists five functions of code-switching which are quotations, reiteration, addressee selection, language play, and language negotiation. Nation (2003) believes that learners code-switch to their native language due to their low-proficiency level in the target language or because they are shy. Moreover, many researchers, such as Auer (1999), Fachriyah (2017), Gumperz (1982), Hanafiah et al. (2021), Heller (1988), Johansson (2013), Myers-Scotton (1993b),

Syam et al. (2018), and Wei and Milroy (1995) stated that code-switching happens for interactional purposes.

According to Bahous et al. (2014), teachers code-switch in order to make sure that students understood a certain concept or what they are asked for. Also, students code-switch in order to make sure that what they understood is correct or not, or if they didn't understand something in class and they want to ask about it (Bahous et al., 2014). In addition, students and teachers code-switch when there is informal communication in the classroom and something not related to academics (Bahous et al., 2014). In another research conducted in a university, it was shown that code-switching takes place when people find no alternatives in the language of a specific word so they code-switch to another language (Hussein, 1999).

Mitchell (1988) conducted a survey for teachers and the results showed that teachers code-switch to the native language if they are “explaining a lesson on grammar, disciplining the students, or explaining the instructions to conduct a certain activity” (p. 29). Other researchers such as Atkinson (1987) clarified that the teachers use the native language in the classroom “to check the students’ comprehension, encourage the students to work and help each other, and to give instructions” (p. 243). Harbord (1992) also showed that teachers code-switch in order to make communication easier, to strengthen the relation between the students and the teacher, to save time, and to facilitate the learning of the target language. Cook (2001b) also stated that teachers use the native language “to help students understand the meaning on what is being explained and to organize the class” (p. 410). He also believed that “students can also use the

native language to scaffold and to work cooperatively with their classmates” (Cook, 2001b, p. 410).

Recent studies such as the one conducted by Grant and Nguyen (2017) found that teachers code-switch in order to make the instruction clear and help students make a connection with concepts that are difficult to understand. In another study conducted by Alsufayan (2021), the results showed that teachers code-switch to explain grammatical rules and to compare the language systems of the native language and target language. Also, Chen (2019) concluded that teachers code-switch in order to give instructions, grab students’ attention in the classroom, and for affective support.

On the other hand, as these researchers encouraged teachers and students to use the native language in the classroom, many of them have raised awareness for the excessive use of it (Burden, 2000). This is because it can lead teachers and students to over rely on it (Mahdi & Almalki, 2019; Polio, 1994) and can also lead to students becoming lazy (Atkinson, 1987; Darweesh, 2017). Still other researchers have revealed that the frequency of the native language and the target language in the class doesn’t necessarily result in the over reliance on the native language, nor in the learning of the target language (Chaudron, 1988).

2.7 Searching for the Best Method

According to Lewis (1993), many researchers stated that searching for the best method to teach is something that doesn’t exist. Each method has its own situation to be used and when the native language is excluded, the number of methods that a teacher can use is limited. Sometimes excluding the native language is beneficial, but other

situations require the usage of the native language in order to facilitate the teaching-learning process (Khresheh, 2012).

However, Miles (2004) stated that some teachers use the target language in the class for most of the times, but also code-switch to the native language when necessary which make the teachers between two opposing approaches. But, according to Burden (2000), Mitchell (1988), and Plastina(2019), this has lead teachers to feel guilty even when only code-switched a little. In addition, teachers feel that using the target language and the native language in the classroom may portray them as being unable to manage the class and students' behavior and as being not willing to try to do that in the target language (Burden, 2000). These feelings of the teachers may be due to the belief that learning a target language can only happen by speaking the target language (Atkinson, 1987; Kubota, 2018).

Due to the different points of views on whether to use the native language in the classroom or to exclude it, this study will investigate the issue of code-switching in the department of education classes in a Lebanese university that adopts an American system, in order to see if code-switching in the classrooms is a facilitative tool for the teaching-learning process or not. In this study, code-switching refers to the change between the target language which is English and the native language which is Arabic. All the participants' native language is Arabic.

2.8 Effective Factors on Using the Native Language in EFL

Classrooms

Alghamdi (2017) investigated in her study how the teachers of English as a foreign language understand and teach the curriculum to undergraduate students at a university in Saudi Arabia. In her case study, she studied the factors that have an effect on the learning of the students. She collected data by interviewing the teachers using focus-groups and by observing the classes. The findings showed that the policy, power, choice of the teachers, students' and teachers' motivation, context, culture, and training of the teacher are all factors that should be taken into consideration in order for the teaching and learning of English as a foreign language in universities to be improved (Alghamdi, 2017).

Similarly, Alsufayan (2021) studied the use of Arabic by students and teachers in the classrooms. She used surveys, interviews, and audio-recordings of the classrooms for collecting data. Her findings revealed that the proficiency of the students determine whether the teacher should code-switch to the native language or not. Also, according to Alsufayan (2021), it was shown that the students and the teachers are aware of their code-switching since before answering the questions in the interview about their attitudes towards code-switching, they mentioned why and when to code-switch. This implies that they are conscious of their use of their native language in the classroom and their need of it. So, code-switching shouldn't happen randomly, but only if there's a serious need of it to better understand the content.

In practical terms, an awareness campaign should be implemented for the teachers and learners to teach them when to code-switch because research has found that there's a gap between theory and practice in teaching (Alsufayan, 2021).

Shin et al. (2020) reviewed the literature on code-switching from 2011 to 2018; they found that there are recommendations on the use of the native language in order to support the learning of the target language. However, before moving on to the recommendations, a full understanding of how the usage of the native language affects learning should be developed, taking into account “the realistic, relational, and situational” components of native language use (p. 414). Regarding the realistic view of the usage of the native language, we should admit that the native language happens naturally in discussions between friends. In addition, although some students might reject using the native language externally, they may witness “cognitive processes of language-learning” by using their native language prior knowledge in order to learn the target language (p. 414). An example of these cognitive processes is the inner voice.

As for the relational aspect of the usage of the native language relative to the learning of the target language, one should understand that the value of the usage of the native language cannot be recognized in isolation, but needs to be understood that it is used to support the learning of the target language. So, when one is referring to the usage of the native language, the reference should not be focused on the frequency of the native language isolated from the target language but on the amount of the native language based on its purpose to support the learning of the target language.

Third, regarding the situational view toward the usage of the native language, it should be known that it is not a personal responsibility whether to use the native

language or the target language in the classroom; rather, this is affected by the factors that are surrounding the classroom and the students.

As for the practices of the native language in order to support the learning of the target language, the target language should be taught 90% of the classroom time, while the native language only 10% (Hlas, 2016). In addition, the speech of the teacher should be understandable for the students. After the teacher finishes teaching the lesson, he/she must check for students' understanding. If they didn't understand, the teacher can translate to their native language after trying multiple times to explain in the target language using different ways like providing definitions, paraphrasing, repeating, illustrating, etc. Translating to the native language by the teacher as the final resort for explaining help the students understand exactly the content (Shi et. al., 2020).

Regarding grammar teaching, the teacher can explain the whole lesson using the target language exclusively, but he/she has to do this using embedded examples in different contexts (Shi et. al., 2020). In addition, the teacher can do group work where the students can use their native language slightly as they construct dialogues using the target grammar. Also, the teacher can supplement the students with a grammar explanation sheet that is written in the native language (Shi, et al., 2020).

Moreover, according to Shin et al. (2020), teachers find that students' interaction using the native language is an opportunity for the teacher to see the quality and the extent to which the students are interacting in the classroom. For example, if students are asking each other about a certain task using the native language, or if they are trying to ask questions to the teacher using the native language, teachers should explain more to

the students about the task and give more details, rather than just yelling on the students and telling them to use the target language instead of the native one.

Teachers and students must be taught how to use the native language effectively in the classroom. This can be done by implementing educational development workshops to support the teachers and the students in this (Ha, 2017; Shin et al., 2020; Tian & Hennebry, 2016; Zhao & Macaro, 2016).

In view of the different and opposing views of using code-switching in the classrooms and the different practices and attitudes of the teachers, this study investigated the teachers' as well as the students' perceptions regarding code-switching in the TEFL undergraduate first and second years students and if they believe it is a facilitative tool for teaching and learning a foreign language. It also investigated the practices of the teachers and the reasons for their code-switching. In this study, code-switching means the alternation between the native language which is Arabic and the foreign language which is English.

Chapter Three

Methodology

3.1 Introduction

This study is exploratory in nature. It followed a qualitative approach. According to Merriam and Tisdell (2015), a particular phenomenon is explored in qualitative research or the relation between two or more things is studied in order to fully comprehend how individuals perceive and interact in their societies. The purpose of the study agrees with the qualitative research's aim which is the creation of an overall picture of the quality of a certain activity taking place in a certain location (Fraenkel et. al, 2012). So, understanding the process is the main focus rather than the product and the data will be collected through words and interviews rather than numbers.

3.2 Research Context

This study was conducted in a private university in Lebanon which adopts an American system. It is located in the Bekaa region so the majority of the students are from the Bekaa. The majority of the students are English-educated at the schools they come from; however, very few are French-educated. Most of the teachers in the TEFL major hold an MA degree in Education while a minority has a PhD.

3.3 Participants

The participants in the study consisted of (1) all the faculty members teaching first and second year students majoring in TEFL at one of the campuses of the university, and (2) the first and year undergraduate students majoring in TEFL. The participants were selected based on convenience-case sampling. All of them are “free and accessible, easy to contact, and well-known” in the university (Wellington, 2000, pp. 61-62).

- The Teachers: the investigation was done with all the instructors teaching the TEFL major first and second year undergraduate courses, and they were four instructors. The number is low due to Covid19 since the university didn't open more than two courses in this campus for first and second year TEFL major students as the classes were held online.
- The Students: the investigation was done with 22 students. There were a total of 38 students enrolled in the classes but only 22 joined the sessions.

3.4 Instruments

Three instruments that were used to collect the data:

1. In-depth semi-structured interviews with teachers
2. Focus-group interviews with students
3. Non-participant classroom observations

3.4.1 Teachers' Interviews

There are different types of interviews to collect data where the main difference between them is the control of the interviewer on the interaction between him/her and the interviewee. In-depth semi-structured interviews happen between the researcher and the participant where the topics and questions are already prepared by the researcher and standardized (Harrell & Bradley, 2009). In semi-structured interviews, the response of the person being interviewed can be expanded where the researcher prepares a list of sub-headings under each question in order to ensure thorough information from the participant. According to Merriam and Tisdell (2015), “the majority of the interview is led by a list of questions or topics to be discussed, but the precise wording or the sequence of questions is not predetermined and this format enables the researchers to respond to the current situation, to the respondent's changing worldview and to innovative ideas on the topic” (p. 111). In addition, the interview should be recorded to help the researcher with the analysis later.

In-depth semi-structured interviews were conducted with the four participating teachers. The participating teachers were interviewed to check their practices for code-switching as well as their perceptions regarding the use of code-switching. Interviews were used in order to get more knowledge about the teachers' perceptions towards their own use of code-switching as well as the students use. Also the interviews helped me as a researcher to gain more information about the teachers' knowledge and practices of code-switching.

All the interviews were recorded and transcribed.

3.4.2 Students' Interviews

Focus-group interviews are used to get information from a group of people who share a common experience of the phenomenon that the researcher wants to study (Kelly, 2003). In focus-group interviews, the researcher will be able to get out the strength of the beliefs of the participants and see how far they will go to defend their points of views (Campbell, 1988). The key difference between one-to-one interviews and focus-group interviews is that the participants in the latter are often involved in discussions and disagreements with the other participants and the interviewer's responsibility is to capture these attitudes and ideas (Kelly, 2003). The main reason for conducting focus-group interviews in this study is that it generated rich data since the reaction of a participant to a certain question leads to other responses from other participants. According to Rossman and Rallis (1998), "the interaction among the participants is the critical characteristic of this type of interviewing. This technique assumes that an individual's attitudes and beliefs do not form in vacuum: people often need to listen to others' opinions and understandings to clarify their own." (p. 135).

Two focus group interviews were conducted with the 22 students during the online sessions of the two courses for the first and second year undergraduate TEFL major to get their perceptions regarding code-switching; the focus group interviews helped me as a researcher to see the differences or similarities in opinions between the students who are of different levels of proficiency.

3.4.3 Classroom Observations

Non-participant classroom observations were conducted in order to explore the teachers' practices of code-switching in the classroom. The classes of each of the faculty were observed by using non-participant observation. In non-participant observation, the researcher observes people's behaviors and the way they interact with each other in order to understand how the interaction happens naturally (Liu & Maitlis, 2010) while the researcher stays detached and is not involved in the situation being observed. Non-participant observation is considered to be suitable to answer the research questions. Non-participant observation keeps the researcher and the participants at distance, thus keeping the flow of the interactions between the teachers and the students as natural as possible.

Each of the four classrooms was observed three times during the Fall 2021 semester. As the observer, I joined the online classes after getting permission from the teachers with the microphone and camera closed during the whole session and took field notes which focused on the occurrences of teachers' code-switching, and specifically how much the teachers code-switch and the purposes that they code-switch for.

3.5 Construction of Interview Questions

The interview questions for this study were constructed in alignment with the purpose of this thesis and the research questions (focusing on the teachers' perceptions regarding code-switching in the TEFL major classrooms and whether they believe it is a beneficial tool in the classroom or not, and the students' perceptions regarding code-

switching in the TEFL major classrooms). They were also open-ended in order to get wider responses from the teachers and the students regarding code-switching. The questions were pilot-tested by teachers at an undergraduate’s level classroom at a private American university in Lebanon. In addition, my advisor, who is an English language expert, reviewed my questions. Modifications were made in order to clarify the questions and guide them to answer the research questions.

Instrument	Areas of Focus				
	Knowledge about code- switching	Attitudes towards teachers’ code- switching	Attitudes towards students’ code- switching	Reasons for code- switching and practice of code- switching	

<p>In-depth interviews with teachers</p>	<p>Q1 and Q2</p>	<p>Q4, Q7, Q9, Q10,</p>	<p>Q4 and Q11</p>	<p>Q3, Q5, Q6, Q8,</p>	<p>In-depth interviews helped me gain knowledge about the teachers' perceptions towards their own use of code-switching as well as the students use. Also the interviews helped me as a researcher to gain more information about the teachers' knowledge, practices, and reasons of code-switching.</p>
<p>Focus group interviews with students</p>		<p>Q1, Q2, Q3, Q5, Q7</p>	<p>Q4</p>	<p>Q4, Q6,</p>	<p>Focus-group interviews helped me get the students' perceptions regarding code-switching and their reasons to code-switch; they also helped me to see the differences or</p>

					similarities in opinions between the students who are of different levels of proficiency.
Observations	The observations helped me to see the reasons why the teachers and the students code-switch to the Arabic language as well as the teachers' practices towards code-switching in the class.				

3.6 Triangulation

It was recognized since the 1970s that triangulation in qualitative research particularly is a strategy that legitimates the study (Flick, 2018). A solid research requires the researcher to use triangulation, which is the use of multiple data collection methods, in order to establish and improve the validity and reliability of the findings of the study (Flick, 2018). In order to survive criticism and bias in the research, and to provide a fuller understanding and picture to the researcher and the readers of the data being investigated, using several sources and methods for collecting data in a study is vital (Flick, 2018). Therefore, triangulation in this study was done through three instruments, which are in-depth semi-structured interviews, focus-group interviews, and observations of the classrooms.

3.7 Credibility, Validity and Reliability

Validity is important for a research to be effective. In positivist educational research, any data collection method is considered valid if it collects the data that it is supposed to collect (Bell, 2009). In addition, “a research is considered valid if it is plausible, credible, trustworthy and, therefore defensible (Johnson & Christensen, 2000, p. 207). So, in order to ensure the validity of the research, multiple methods and triangulation were used, since this allowed me as a researcher to look at the same issue from different perspectives. Also, according to Bryman (2001), validity means “the extent to which the findings can be generalized beyond the specific research contexts” (p. 30). However, the purpose of this qualitative study is to shed light on the phenomenon of code-switching in undergraduate TEFL courses hoping that others in similar situations will benefit. So, for classroom observations, validity means how much the observation intended to record the behavior that the researcher wanted to study (Foster, 1996). Therefore, the classes where observations took place were recorded with the permission of the teacher in order to check the teachers’ practices of code-switching. As for the interviews, they were also recorded in order to ensure the participants’ perceptions regarding code-switching in the classroom.

Validity and reliability are connected. Lincoln and Guba (1985) say that, "since there can be no validity without reliability, a demonstration of validity is sufficient to establish reliability" (p. 316). Bell (2005) defines reliability as “the extent to which a test or procedure produces similar results under constant conditions on all occasions” (p. 117). In order to ensure the reliability of the research, “the information that will be received must be consistent, accurate, precise, and dependable” (Auguste-Walter, 2011, p. 64).

Triangulation ensures reliability of the findings (Fusch et. al, 2018). Before conducting the interviews, they were pilot-tested by teachers at an undergraduate's level classroom at a private American university in Lebanon. In addition, my advisor, who is an English language expert, reviewed my questions.

So, reliability of this research were ensured by the proofreading of the questions by the advisor, the pilot-testing of the questions under the same settings, transcribing the data and re-checking with the participants, and triangulation of the findings.

3.8 Ethical Considerations

Before conducting the study, I followed the ethical principles that are required from the Institutional Research Board (IRB) at the university. According to Hemmings (2006), "researchers should respect the rights, privacy, dignity and sensitivities of the participants in the research and also the integrity of the institutions where the research occurs, and protect human subjects by maintaining confidentiality, obtaining informed consent and adhering to IRB policies and procedures (p. 12).

Chapter Four

Findings

4.1 Introduction

This study aimed to discover the teachers' perceptions and practices regarding code-switching in the first and second year TEFL major classrooms as well as the students' perceptions regarding code-switching. Data was obtained from conducting in-depth semi-structured interviews with the teachers and focus-group interviews with the students. The teachers' interviews helped me to get more knowledge about the teachers' perceptions towards their own use of code-switching as well as the students use. Also the interviews helped me as a researcher to gain more information about the teachers' knowledge and practices of code-switching. Moreover, the focus-group interviews with the students helped me to see the differences or similarities in opinions between the students who are of different levels of proficiency.

4.2 Teachers' Perceptions towards Code-switching

During the interviews, I was faced with two opposing views regarding the use of code-switching in the classroom. The majority of the teachers had a positive attitude towards code-switching and perceived it as an advantage for the students as it helped them sometimes in better understanding the English language, especially if they are faced with difficult concepts and terms and also as a way to save time. On the other

hand, according to the one teacher, L1 (Arabic) should never be used in the class since she perceived it as a disadvantage because in her opinion that if students get used to use the L1 in the class, they will continue to do that in their future career as they are learning to be future English teachers and would also prohibit their acquisition of the English language and affect their proficiency.

However, they all asserted that the main language in the class should be English. But, when it comes to code-switching, three of the interviewed instructors agreed that although it should be avoided, it is inevitable while the fourth instructor rejected it completely.

Teacher 1: “eh..hala2 it depends on the situation and different factors.ya3ne sometimes it can be helpful eh... sometimes it is better to be avoided. For example, iza 3anna speaking activity I cannot permit that. Whereas students like... .. aw we’re short on time aw students cannot express themselves well ya3ne I can permit it for the purpose of let’s say better comprehension. Hala2 akid in developing L2 language proficiency, using L2 alone is better. Bas kamen it can help if the student translates some of their target language to the mother language.”

Teacher 2: “in real life every Lebanese code-switches like when you say hi kifakcava..everybody does it.. ah however in my class.. my opinion is totally different ..um.. now it shows that you are .. that .. you have knowledge in these languages however I believe it might hinder the students development of the L2 language skills at a certain point of course .. to a certain level I mean. It would hinder their development of the language skills or the L2 language skills. Actually I discourage that during the first year .. I want my students .. now as a teacher I never code switch .. that’s a habit of mine

and I believe that is the influence of my coordinator when I was a teacher at a school in Zahle ... so he always told us not to even state one Arabic word in class not even to say yalla. So that is something .. it became like a habit of mine and I never spoke Arabic in my class except when I was unable to explain a certain idea or a certain term .. is related to something that is related to something in our country and I have to talk about it in our native language then I would use my L1. Other than that I wouldn't use it."

Subject A:

He has a positive attitude towards code-switching. He perceives it as a way for the students to express themselves and have better comprehension. He also mentions that he tried to avoid code-switching sometimes but at certain moments, you have to code-switch and that a teacher can't be totally against or totally with using code-switching in the classroom since it depends on the situation and the activity. For example, he said: "if we have a speaking activity, of course I can't let the students code-switch or use their L1 because this defeats the objective or the purpose of the activity, which is developing their L2 speaking proficiency." On the other hand, he believes that code-switching is most effective when there is a difficult concept and the students couldn't understand it, even after trying other explanation methods such as "Total Physical Response (TPR)", as he said. For him, code-switching "helps in saving time and in delivering the idea in a good way". He also believes that the level of code-switching in the classroom depends on the students' level of proficiency and the lesson itself. As for what he feels when he code-switch, he said: "sometimes I feel guilty otherwise I feel satisfied when I see the end product that my students understand the idea perfectly." In the interviews, he was

asked if code-switching should be more acceptable in first year undergraduate TEFL major than more advanced levels. He agreed that he is more flexible with code-switching in the first year than second and third year.

Overall, subject A displayed a positive attitude towards code-switching. He admitted to code-switch for particular reasons especially to save time and explain difficult terms. He believed that in TEFL major classrooms, English should be used more in instruction but it is also acceptable to code-switch in situations where it is required for better comprehension. He claimed that the students should be able to understand English before they use it and that's why code-switching is helpful.

Subject B:

Subject B admitted to rarely code-switching in the classroom. She had the opinion that "it might hinder the students' development of the L2 language skills to a certain level." She also claimed that code-switching to the Arabic language in the class will lead to "unacceptable usage of the language" and that the acquisition of the English language will only happen if the students were in a class environment where only English is used. She believed that students will feel more motivated if they felt that there is a necessity to learn the language and that happens when the instructor uses only English in the class. In her point of view, code switching can be used only when teaching terms related to the target and the mother language. She gave the example of teaching the positive transfer and the negative transfer of languages. Subject B also argued that her code-switching in the classroom depends on the lesson. She said: "...I never spoke Arabic in my class except when I was unable to explain a certain idea or a certain term .. is related to something that is related to something in our country and I have to talk about it in our

native language then I would use my L1. Other than that I wouldn't use it." She believed that code-switching is acceptable by her only to give examples so the students can relate to the lesson. Other than that, she would never code-switch but she would rephrase the way she explained something in easier words so the students can understand. She also believes that code-switching is most effective for teaching younger students like KGs since most of these students haven't been exposed to the L2 so it would be very difficult for them to just go into a class where the teacher speaks pure English or the L2 language. Code-switching with young learners help them improve their language and develop their skills and consequently become fluent. But with university students, even first year undergraduates, subject B highly encouraged the use of English only in the class. In the interview, she was asked if she believed that code-switching should be acceptable in first-year undergraduate TEFL major classes since most students are not much proficient in the English language. She totally rejected that and ensured that she encourage the use of English only especially in first year undergraduates because in her words "that would help them better acquire the language and develop their skills."

She believes that code-switching depends on the learners' level and that "students resort to using their L1 when they feel they're unable to express themselves in their second language." As for dealing with students who code switch in the TEFL major classes, subject B mentioned that she never interrupts students while they are code-switching during the session but she makes sure to mention at the beginning of each session that she wants her students to speak in English only in the class.

Subject C:

She had a positive attitude regarding code-switching in the class but only when necessary. She believed that the overuse of code-switching might hinder the learning process of the target language. She mentioned that code-switching in the class is a helpful tool for the teacher as well as the students and it increases the students' level of confidence. She said, "code-switching is very normal to me .. I believe that in a normal context you might switch codes regularly .. if you're speaking any language you might use another one .. in your normal speech with any person .. in a teaching context I think it would be helpful for teachers and students because students sometimes might feel that they need to hear their Arabic in the classroom to feel confident probably about their learning or to feel safe or secured when they're learning because sometimes they don't understand a certain thing said to them .. they might not understand the question or the instruction .. one word in Arabic might help them better understand what is said and they would feel confident about what's happening around them .. so I guess there should be or it could be helpful in certain situations and that's why I think it's very normal."

Teacher C highlighted the importance of code-switching in saving time and helping the students feel comfortable by providing them a friendly environment in the class.

However, she stated that code-switching should be used only when necessary in certain situations. She stated, "if it is overly used it wouldn't be helpful because then you wouldn't be teaching the target language however sometimes if you use it moderately or when you know when to use it or control the usage of code-switching then it could be helpful. it could save you time because sometimes you would be repeating one concept over and over again and in different ways probably explaining it in a different way trying to elaborate on it and still they don't understand the word.. you could simply give the meaning in Arabic or use a word that could express it in Arabic and you would save

time .. sometimes it would make the students feel confident or safe or secure or it can give them a friendly environment because they would be hearing a language that they are confident about or comfortable with especially at the beginning of the year.”

As for code-switching in the TEFL major courses, she believed that teachers should code-switch only at the first-year undergraduate courses since students are still not confident about their language skills but when they reach a more advanced level, code-switching should not be allowed since the teacher should prepare the students to become future English teachers and if she continued on code-switching, they won't learn the language properly. “I think at the beginning of the learning process because they are not .. probably they don't know how to use the language well and they're not too confident about their abilities yet.. they haven't had proper practice with language. at their early stages of learning the second language. but if we keep on code-switching and giving the students alternatives other than English in the classroom, they won't learn the language properly. Now at the early stages, like remedial English or beginners, you can code-switch but when it comes to a major like TEFL, code-switching at the beginning could be acceptable it would not be a problem it wouldn't hinder but later on if you keep on using it, the students are not exposed enough to the language so how would they use it properly, how would they have enough exposure to the language to be able to use it in the right way.” Moreover, she said that she feels guilty when she code-switches to the Arabic language and when she finds herself using it a lot, she reminds herself to stop. As for dealing with students who code-switch, she said “i remind them of the rule that we shouldn't use a different language in the classroom or I make them repeat the answer in English.”

Subject D:

The same as subject A and C, teacher D perceived code-switching as a helpful tool in the classroom but should only be used when necessary in certain situations. She said, “ana I don’t encourage it much but sometimes I feel that we need to use it. I might feel the urge to use it in many cases but I prefer if we definitely speak only English in the classroom but sometimes again as I said ya3ne you feel that you are forced to use Arabic as I said ya3ne to make students feel comfortable, to clarify certain complex issues. Hala2 do I recommend it, as I said no but in some cases yes you might need to use it.”Teacher D mentioned that code-switching is beneficial for the students when she is explaining new and complex concepts and she sees that the students are confused. She also stated that she uses code-switching to save time and to help the students feel more comfortable in the class. She stated: “I use code-switching sometimes if I need to explain certain instructions in a very clear way especially when I see the students not really catching what I want them to do for example so I might use Arabic. ... I repeat the thing more than once and students are still confused about it so I might use Arabic. Sometimes kamen some of the concepts I’m explaining are a bit complex ya3ne especially in literature, some of the concepts be a bit confusing so I need to use their own language because the students feel more comfortable hek hearing their language aw they find it a little bit less challenging aw a little bit comforting. Basically I might explain certain concepts hek briefly in Arabic or give them the equivalent term in Arabic hek ya3ne whenever I see the students stuck aw not able to grasp hek quickly I use Arabic.” Teacher D stated that if code-switching is used in a controlled manner and in situations where it is necessary, it would facilitate the learning process. However, she

also said that if code-switching is over-used, students might make less effort to learn the language since they will depend on the teacher's translation. She also believed that acquiring a new language requires practice. She said, "if it is used in a proper way, I believe it might have positive influence on language learning, if used in a proper way. Bas if it used hek let's say by the teacher and the students in a chaotic way let's say, or disorganized way la2 it can have negative influence. La2eno if you encourage the students to use their native language, they wouldn't be able to learn the new language l2no they need practice the new language l2no if they don't practice it they won't be able to speak it or write it fluently...One more thing I wanted to say enu the main target of the language classes is not to teach only concepts but also to teach the language, how to speak and how to use the language ya3ne you need to speak it to be their role model. You need to speak the language in front of them so that they can use the language as well."

Furthermore, teacher D stated that she feels guilty when she uses the native language when teaching as she believes that English language classes should be taught in English only. In addition, she believes that code-switching is not effective when the students are able to understand what was said in English if they make a little effort and she said, "It's least effective when you are ... switching to Arabic to communicate things the students would be able to simply understand it in English with some effort. Sometimes if they make some effort they can understand it so let them make the effort. Otherwise they would take it enukhalas the teacher would translate it to Arabic mshdaruri that I ask her to explain it in English ma shi will do it in Arabic. No they need to make some effort sometimes."

In the interviews, there was a difference in the attitudes of the instructors. One of them answered that since English is the language that the students should learn therefore it must be the only language that is used and that it the best method for teaching and learning. However, the other instructors believed that code-switching should be permitted and that it depends on the level of the students. So, according to them, code-switching is a must in first-year undergraduate TEFL major courses because they believed that the students are low-proficient in contrast with what the other instructor mentioned that using the target language solely is a must especially in first-year undergraduate TEFL major courses because she believes that this is when the students develop their proficiency best. Moreover, further questions were raised in the interviews to investigate more on the use of code-switching. The majority of the instructors believed that using the native language, which is Arabic in this case, can be helpful in saving time and helping the learners understand better which can also decrease their frustration in the first-year classes. They also denied that code-switching can hinder the students' acquisition of the target language or might have negative effects on their future careers as English as foreign language teachers while the other instructor had a totally opposite point of view. But, all of them agreed that code-switching depends on the level of the learners; however, the instructor who had a negative perceptions towards code-switching mentioned that for a learner to reach university level, he/she should have the proficiency to understand and speak English well especially if majoring in TEFL. Her answer was as follows: "if I would be teaching younger students like KGs I believe I will have to code switch at a certain point because these young learners maybe most of

them haven't been exposed to the L2. So it would be very difficult for them to just go into a class where the teacher speaks pure English or the L2 language .. in my opinion the teacher should code switch from time to time with young learners but not with older learners in order to help them improve their language and develop their skills and consequently become fluent. So it depends on the level.”

In the interviews, the subjects were also asked about the instances when they believed that code-switching in teaching is least effective and most effective. The majority agreed that it is least effective in speaking skills or when the students are able to understand the concept taught in English if they make a little effort and that it is most effective when students are struggling to understand a difficult concept or word. On the other hand, the instructor who is against code-switching mentioned that using code-switching in teaching is only effective when teaching certain terms related to both languages that is when the systems of both Arabic and English are the same, so she can code switch to Arabic just to help students understand the similarity

4.3 Results from Observations (Teachers' Practices)

Because one of the aims of this study was to investigate the instances that teachers code-switch in the TEFL major classrooms, it was important to observe the classrooms. This was done to determine when teachers code-switch.

Both classrooms were part of the fall semester and each class was 75 minutes. The first classroom (Classroom 1) for the first-year undergraduate TEFL major had 29 students but only 9 attended. The teacher started the sessions by speaking English only but then as the students started to interact with him in Arabic, he shifted from English to Arabic. He tried his best to use English only in instruction and in speaking with the

students and asking them questions but found himself obliged to use Arabic in order for them to understand the material and the questions asked. The students seemed not to care. They also revealed no seriousness or motivation about the course. They answered every question asked in Arabic even though he asked them multiple times to try to use English but they ignored him or muted themselves. They also used Arabic while participating in discussions and didn't even try to use English.

During a discussion with the instructor at the end of the third session that I observed about his frequent code-switching in the class, he said that he tried to use English only in the classroom during the first session but he realized that the students seemed lost and had no expressions so he felt like they were not understanding what he is saying and losing interest so he was obliged to use the Arabic language alongside English in the class.

- Example 1: Teacher uses intra-sentential code-switching

Teacher (while explaining something): “hala2 this is...”, “ya3ne this can be used for...”, “tab how can we get to google apps...”, “tayeb this is correct but...”

- Example 2: Students asked questions in Arabic and teacher also replied in Arabic

Student: “men haw li 7ed l google l no2at betfout 3 layon la hatanusul 3a google forms?”

Teacher: “eh mazbut. Mnekbos 3a hawde l dots.”

- Example 3: Teacher code-switched to Arabic while explaining (he repeats the same sentence in Arabic and English to clarify)

Teacher: The main difference between Microsoft office and Google apps is that here you don't need to worry about saving your work in case of power cut. Ya3ne ma daruritsayvo l sheghel 3a google la2eno huwe already byen3amal save lahalo.

- Example 4: Teacher code-switch to ask questions

Teacher: “any questions so far? 7ada 3endo sou2al?”

- Example 5: Teacher code-switched to Arabic to help students relate to real-life examples

Teacher: “People now use Google forms to schedule appointments, for example hala2 3enna b lebnenbtekhod maw3ad 3a Google forms 7atta truh t3abe benzene men l m7atta.”

- Example 6: Teacher code-switched to Arabic to explain difficult terms

Teacher: “questionnaires mean istibyanat.”

The second classroom (Classroom 2) for first-year undergraduate TEFL major was the opposite although the number of students was more (17 students). The teacher started each session by stating that she likes the class to be in English only and then she had an informal conversation with the students where both of them spoke in English. The students appeared very motivated and serious in this course and also they showed that they understand everything very well in English. However, while the teacher spoke only English in the classroom, the students sometimes used their native language (Arabic) while addressing the teacher or answering her questions. But the difference between her and the teacher in classroom 1 is that whenever a student asked a question or spoke in Arabic, she replied in English. In addition, the teacher sometimes code-switched to Arabic to help students understand a certain concept.

After the third session, I asked the instructor why she only uses English in class and what she does when students do not understand. She said, “I believe code-switching

might hinder the students' development of the L2 language skills to a certain level and when students do not understand what I'm saying I would rephrase to simpler words."

- Example 1: Teacher code-switched to explain the concept of arbitrariness. She showed a picture of a tree and wrote next to it "tree" in English and "شجر" in Arabic in order to help students understand that different sounds are used to refer to the same object.
- Example 2: Students addressed the teacher in Arabic and she responded in English

Student: "Cicadas ya3ne zeez."

Teacher: "Yes exactly. It's a type of insects."

The third classroom (Classroom 3) for second-year undergraduate TEFL major had only eight students attending it. The teacher used English most of the time. However, she used Arabic sometimes to facilitate the learning for the students by giving examples for the students to relate to real-life and helping them understand more. She also code-switched to explain difficult words, to translate vocabulary words, and to ask questions to the students.

- Example 1: Teacher code-switched to give examples for students to relate to real-life:
"izatelmiz e3ed b manta2a kteershob w mesh m3awad 3al sa23a .. that's why you should put reasonable rules in the class based on students' needs, age, etc."
- Example 2: Teacher code-switched to help students understand better:

“hek ne7na men7ot l rules bel saf? Deymankuno positive w 5afefo l don’t 3al telmiz 7ata ma y7es 7alo mesh merte7.”

- Example 3: Teacher code-switched to explain difficult words:

Student: shu l far2 ben rules and routines?

Teacher: Rules are general rules that spell out the teacher’s overall expectations for good work while routine is the abstract understanding of a certain recurrent behavior. Ya3ne l rules hene l 2wenin li bet7eton l teacher laltlemiz to follow bas l routines hene ya3ne lama l students yet3awado 3a eshya bten3amal deyman bel saf w bestir 3ade.

- Example 4: Teacher code-switched to translate vocabulary words

“Road safety measurements ya3ne 2anoun l sayr.”

- Example 5: Teacher code-switched to ask questions

“min fi y2elle aw ya3tine example?”

“tab min kamen ba3d endo shi y2ulo?”

“fike terja3e t3idi l fekra?”

“hada endo su2al?”

“l kelfehem?”

Most of the students appeared to be involved in the session. They are participating in the activities and responding to the teacher’s questions. But, they were constantly using the Arabic language with a little bit of English. The teacher replied to them most of the time using the English language. Whenever a student uses the Arabic language, she asked him/her to try to repeat what he/she said but in English. In addition, most of the time she tried to explain difficult terms by restating what she said in simpler

words or by giving example. On the other hand, the students code-switched to the Arabic language when they felt unable to express their thoughts in English. They also used Arabic to check for comprehension and understanding.

In classroom 4 for second-year undergraduate TEFL major, there were 10 students attending the live sessions. Through the three sessions that I observed, the teacher started each session by talking to the students informally in English and they replied to her in English as well. The students seemed a little bit lost sometimes since they kept on asking the teacher to restate what she said but using the Arabic language and they used the Arabic language most of the times when they intended to participate, to ask questions, or to address the teacher. However, she kept on using the English language even when she found the students confused. Whenever the students asked questions in Arabic, she replied to them in English. She taught the lessons entirely in English most of the time. Even when students seemed confused, she tried to re-explain the idea using simpler words in English and to avoid code-switching. Only at certain times she code-switched to the Arabic.

- Example 1: Teacher code-switched to grab the students' attention
"ktirmhemenu hala2 teb3une please."
"Please, 3melo ma3ruf redo 3laye."
- Example 2: Teacher used intra-sentential code-switching
(while explaining lexical density) "hala2 we need to talk about lexical density"
"Linguistic corpus heye collection of linguistic data."
"Function words hene verbs that follow a grammatical function."

- Example 3: Teacher code-switched to Arabic when students ask her a question in Arabic

Student: “ya3ne heye l corpus shu bel Arabe?”

Teacher: “mafiela ma3na wahad bel Arabe ya3ne exact bas heye ya3ne collection of linguistic data.”

- Example 4: Teacher code-switched to give examples

1. Teacher: “l linguistic corpus ktirmhem”

Student: “Lesh?”

Teacher: la2eno kif 3refna eny l ‘she’ badatekhod ‘s’ aw l singular verbs? Min khelelhawde l 3alam li daraso l language. kellonhawde corpus study.”

2. Teacher: “You use less words in speaking than in writing.”

Student: “leshya teacher ma fhemt?”

Teacher: “for example bel speaking byedkhol l body language, ta3abir l wej, l tone. Baynama ma 3enna haleshya bel writing.”

4.4 Students’ Perceptions towards Code-switching

The investigation with the students was based on two focus-group interviews that were conducted during the online sessions of the two courses for the first-year undergraduate TEFL major. The results of the interview showed positive attitudes towards code-switching in the classroom in general. The majority of the students agreed that code-switching to the Arabic language makes them feel relieved, understand the subject matter better, and helps them stay more focused. They also mentioned that when the instructor explains using the English language only in the class, they feel alienated,

lost, and don't understand everything being said. The great majority also agreed that when the instructor code-switches to the native language (Arabic), they become more motivated and understands more which in turn helps them learn better. However, most of the students mentioned that they feel guilty when they code-switch and that they are low-achievers. But a minority claimed that code-switching is part of the learning process and that now they use the native language because they are still not proficient in the target language.

When they were asked about the instances that they are allowed to code-switch in the classroom, they replied that whenever they are speaking and don't know the English alternatives of the words or when they don't have enough time to express their thoughts, so they switch to the Arabic language. On the other hand, they believed that the teacher should code-switch whenever he/she finds them lost, not understanding what he/she is saying, not participating, and when the teacher is explaining a new lesson where there are new terminologies and vocabularies, and when there is abstract words. In addition, when they were asked whether they believe that they would be more proficient in English if the teacher used only English in the class, the responses were divided. Some of them agreed that in that case they will have to search for the meanings of the words themselves without resorting to translation and then learn better and that they won't rely on the teacher's translation and thus depend on themselves. One of the students mentioned, "I think when the teacher speaks in Arabic it gives students an out to not put as much effort as they would actually put in to learn English because it's just given to them the answer in Arabic so they don't have to work extra hard to become proficient in English so speaking English only is a better way to put the students in the mindset that

I'm forced to learn this otherwise I won't understand." While others opposed this and believed that using the Arabic language helps them understand the subject matter and thus learn better.

4.5 Synthesis of the Results

The above findings were collated and categorized into five categories that are mainly the areas of interest in this study, which are the teachers' negative perceptions about code-switching, the teachers' positive perceptions about code-switching, the contexts in which the teachers code-switched in the classroom, the contexts in which the students code-switched in the classroom, and the students' perceptions about code-switching.

4.5.1 Teachers' Negative Perceptions about Code-switching

a. Code-switching declines the standards of the English language

Code-switching in the English as foreign language classrooms is a debatable issue in the field of language acquisition. One of the teachers being interviewed and observed believed that code-switching leads to unacceptable use of the language. This means that students will learn to speak a mixed language of both the native and the target language and not purely the target one which might affect their fluency. However, in the observations she appeared to allow code-switching but only if the situation was necessary especially with students who are low-proficient in the language.

b. Code-switching increases students' dependency on the teacher

It is believed by one of the teachers that code-switching by the teacher leads to the overuse of the native language by the students and students' overdependence on the teacher. According to her, the teacher plays a major role in controlling the language being used in the class. She said: "when I use Arabic they will depend on me to translate the words they don't understand. now as a teacher I never code switch". However, she suggested other ways to help the students understand the meaning of a word through rephrasing, saying it in easier words, and contextual clues.

This issue was also highlighted by the students who mentioned during their interviews that when the teachers uses their native language during instruction, they depend on her to always translate the difficult terms to Arabic and this makes them feel less motivated to learn the language.

"I think when the teacher speaks in Arabic it gives students an out to not put as much effort as they would actually put in to learn English because it's just given to them the answer in Arabic so they don't have to work extra hard to become proficient in English so speaking English only is a better way to put the students in the mindset that I'm forced to learn this otherwise I won't understand." (Student X).

c. Code-switching hinders the acquisition of the English language

One of the teachers believed that the native language might interfere with the target language thus making it harder for the students to learn it. She also highlighted the importance of students being more exposed to the English language in the classroom in order to acquire it properly. She mentioned:

“I believe that code-switching might hinder the students development of the L2 language skills at a certain point of course .. to a certain level I mean.”(Teacher B)

In addition, one of the other teachers who was with code-switching stated that it should only be acceptable in beginner classes, but as the class become more advanced, code-switching might actually hinders the acquisition of the target language because then students won't be getting enough exposure to it.

“if we keep on code-switching and giving the students alternatives other than English in the classroom, they won't learn the language properly. Now at the early stages, like remedial English or beginners, you can code-switch but when it comes to a major like TEFL, code-switching at the beginning could be acceptable it would not be a problem it wouldn't hinder but later on if you keep on using it, the students are not exposed enough to the language so how would they use it properly, how would they have enough exposure to the language to be able to use it in the right way.”(Teacher C).

4.5.2 Teachers' Positive Perceptions about Code-switching

a. Code-switching increases the motivation and confidence of the students to learn the target language

Most of the teachers believed that code-switching to the Arabic language in the class increases the motivation and the confidence of the students to participate in the classroom activities. They also believed that it does motivate them to learn the target language better because with code-switching they understand the language better and thus develop adequate competence.

Ya3ne switching to the Arabic language in the class bizid l motivation lal students hata ysherko w kamen bikhaliyun ykuno aktar confident. Kamen bisiro motivated hata yet3alamo l language lama ykuno 3am yefhamuwa.(Teacher A).

.. in a teaching context I think it would be helpful for teachers and students because students sometimes might feel that they need to hear their Arabic in the classroom to feel confident probably about their learning... sometimes it would make the students feel confident or safe or secure or it can give them a friendly environment because they would be hearing a language that they are confident about or comfortable with especially at the beginning of the year.(Teacher C)

b. Code-switching saves time

The majority of the teachers believed that code-switching to the Arabic language consumes less time than using English only when teaching because students won't understand all the time when English is used and then the teacher has to explain again. So, code-switching is an efficient way to teach the lesson.

I do that if I'm ... I don't have a lot of time to explain using the target language or the TPR method so I just I do that to save time w kamen for better comprehension if I see that some students are struggling especially those of low level... low proficiency. So... I have to ya3ne majbour (Teacher A).

sometimes if u use it moderately or when you know when to use it or control the usage of code-switching then it could be helpful. it could save you time because sometimes you would be repeating one concept over and over again and in different ways probably explaining it in a different way trying to elaborate on it and still they

don't understand the word.. you could simply give the meaning in Arabic or use a word that could express it in Arabic and you would save time (Teacher C)

c. Code-switching facilitates learning

Three out of four teachers that I interviewed mentioned that switching to the Arabic language helps the students learn better and increases their comprehension of the target language. This is based on, according to the teachers' points of views, the fact that when students understand what is being said and taught, they will relate it to their real life and thus learn it better and their comprehension will increase.

in a teaching context I think it would be helpful for teachers and students because students sometimes might feel that they need to hear their Arabic in the classroom to feel confident probably about their learning or to feel save or secured when they're learning because sometimes they don't understand a certain thing said to them .. they might not understand the question or the instruction .. one word in Arabic might help them better understand what is said and they would feel confident about what's happening around them .. so I guess there should be or it could be helpful in certain situations and that's why I think it's very normal.(Teacher C)

4.5.3 The Contexts in which the Teachers Code-switched in the Classroom

The interviews as well as the observations showed that the teachers' use of code-switching is to serve different functions in the class. In addition, there are different factors that affected the teachers' code-switching in the class, such as the competence level of the students, the students' understanding, and the context of the class.

a. Teachers code-switched to make the learning process easier

The observations revealed that the teachers code-switch to keep the students attentive and interested in the lesson. In addition, code-switching happened to ensure the students' construction of meaning. Teacher A also mentioned during the interview that code-switching is insurance for students' understanding and comprehension of the lesson being taught.

Bas kamen it can help if the student translates some of their target language to the mother language or vice versa la2eno hayk bedman enu kellon fehmo shu shara7t (Teacher A).

In addition, the teachers use code-switching, as noticed through the observations, in order to help students who have low levels of proficiency and thus having difficulties in learning. Furthermore, it reduces their anxiety levels and encourages them to participate.

kamen for better comprehension if I see that some students are struggling especially those of low level... low proficiency. So... I have to code-switch ya3ne majbour (Teacher A).

.. in my opinion the teacher should code switch from time to time with young learners but not with older learners in order to help them improve their language and develop their skills and consequently become fluent. So it depends on the level (Teacher B).

“berteh aktar lama l doctor yesta3mel l arabe aw2at w hek befhm aktar kamen”(Student Z).

Furthermore, the teachers' code-switching facilitated the learning of the students by giving them real-life examples from their native language in order for them to be able to relate. The teachers also helped them understand the concept better by supporting the idea being taught through translating it to Arabic.

b. Teachers code-switched to explain the meanings of difficult terms

Teachers mentioned that they preferred code-switching in order to explain abstract words or new terms. This was also seen through the observations as well as during the students' interviews. The students confirmed that their teacher code-switch to the Arabic language when he/she is explaining a new lesson where there is new and difficult expressions. They also pointed out that using code-switching to provide meanings to abstract concepts is the best and most effective tool to teach the students.

Kamen aktarshi besta3mel l Arabe lama koun 3am eshra7 shjdid w l tlemiz ma yefhamo (Teacher A).

Example from observation: Rules are general rules that spell out the teacher's overall expectations for good work while routine is the abstract understanding of a certain recurrent behavior. Ya3ne l rules hene l 2wenin li bet7eton l teacher laltlemiz to follow bas l routines hene ya3ne lama l students yet3awado 3a eshya bten3amal deyman bel saf w bestir 3ade.(Teacher C).

“lezem yesta3mel l estez l arabelamaykun l darsjdidwl information jdidi 3layna”(Student X)

“kamenlamaykuno l terms m3a2adin w abstract”(Student Y)

“when there is new terminologies and vocabs”(Student Z)

“When the doctor explains new terms or ideas”(Student A)

c. Teachers’ code-switched to meet the students’ learning needs

The results revealed that the teachers’ decision to switch to the Arabic language depends highly on students’ proficiency levels, their language competence, and their ability to comprehend the material being taught. This is seen in the following responses:

sometimes the students’ levels oblige me to switch to their native language (Teacher B).

code switching is not something very bad w at the same time its not something which should be encouraged. Depending on the situation and the students’ level (Teacher A).

d. Teachers code-switch to maintain discipline

Since the classes were held online, it was shown through the observations that both teachers used the Arabic language in order to get the students’ focus and warn them. For example, when students accidentally unmute themselves and their background noises is affecting the session, the teacher used phrase such as: “X mrakkez ma3na?, “ne7na 3am nesma3 kelshi”, “Hello, fik t3ml mute?”.

4.5.4 The Contexts in which the Students Code-switched in the Classroom

a. When the students are not able to express their thoughts using English only

Through the interviews, when the students were asked when they switch to the Arabic language, they mentioned that they code-switch when they feel unable to express the message they intend to convey, as seen in the extracts below:

“iza kelme ma 2derna n3abber 3anna bel English aw shifekra” (Student H).

“lama ma 2dert nwassel l message li bdna yeha aw l answer so bta3tina permission” (Student K).

Their responses were supported with evidence from the observations where the students switched to the Arabic language when they had difficulty expressing their ideas and thoughts. For example, one instance is when the teacher asked the students if they knew the name of the language presented in the picture in the slides she is explaining, one student responded:

Example 1: I know its name but I don't know how to say it in English, ya3ne this is the ... lougha l sinsekritiye (Student A).

Example 2: Teacher: are rules important and why?

Student: lezem yet3awad 3al nizam.

Teacher: can you repeat it in English?

Student: I don't know how to say it in Arabic .. nizam.

Example 3: Teacher: Who can give us example on some of our society rules?

Student: follow the 2wenin l dawle.

Example 4: Constructed environment ya3ne l physical wl jaw ya3ne l psychology yemken.

This was also supported with an example from the interview, when I was interviewing the students and one student had difficulty answering the question in the English language.

“I think you should use Arabic sometimes but not all the time. If you feel that you cannot ... enu ... d2i2a ... enu if you feel that you cannot t3abri 3an halik then you should use Arabic. Bas la2 ma bhes bel zanb.” (Student B).

b. When the students want to check for comprehension and understanding

In the example below, the student expressed that he/she code-switch to the Arabic language after the teacher finishes explaining the material in English in order to make sure that he/she understood the explanation correctly.

“lama l doctor masalan yeshra7 kelshi bel English w ykhalesbhebenu erja3 2ul l fekra bel Arabe la hata et2akad enefhemt li nshara7 sa7.”(Student C).

This was also supported with evidence from the observations where I noticed some students repeating the same idea that the teacher explained in English using their own words but in Arabic and waiting for the teacher’s feedback in order to check that they understood the explanation right.

Example 1: Student: What is cicadas?

Teacher: It’s a type of insects.

Student: ya3ne zeez?

Teacher: Yes, exactly.

Example 2: Student: For what do we use Google forms?

Teacher: We use Google forms for many reasons, for example to make a questionnaire, or an exam, or a quiz.

Student: questionnaire ya3ne estibyanmasalan?

Teacher: Yes.

Example 3: Teacher: road safety measurements.

Student: 2anoun l sayr ya3ne?

Teacher: Yes.

4.5.5 Students' Perceptions about Code-switching

Through the interviews and the observations of the classes, it was concluded that the majority of the students preferred the teacher to switch to the native language in the classroom for the following reasons:

- a. Code-switching enables the students to enjoy the lesson.
- b. Code-switching improves students' comprehension of the material.
- c. Code-switching increases students' confidence and motivation in learning the target language (English).
- d. Code-switching helps the students to concentrate on the lecture rather than stressing about not understanding new terms.
- e. Code-switching stimulates the students to participate more during the session.

On the other hand, a minority of the students showed negative perceptions about code-switching and preferred the teacher to use English only in the class as they expressed that they feel more motivated when the teacher does this and thus they feel a necessity to learn English in order to understand.

Chapter Five

Discussion

This chapter provides a discussion of the findings generated from this study which was provided in the previous chapter and links it to the literature review and the research questions.

The findings of the study revealed that neither the students whom I interviewed nor the instructors knew the meaning of code-switching in its lexical meaning so I had to make it easier and explain it to them as switching from English to their native language, Arabic, in the classroom. Through the interviews, the instructors showed interest in the subject but had opposing opinions based on their experience with undergraduate first and second year classes.

5.1 Research Question 1: What are the teachers' perceptions regarding code-switching in the TEFL major classrooms (Do they believe it is a facilitating tool or not)?

5.1.1 Negative Attitudes Towards Code-switching

To begin with, the teachers agreed that the main language in the classroom must be the target language which is, in this case, English. They perceive that the ideal classroom is the one where only English is used in it. One of the instructors believed that

the L2 should be spoken exclusively in the classroom based on the idea that high exposure to the language enhances learning. This supports Ellis's (2015) findings which showed that language teachers strongly believe that the students' language achievement is based on the amount of language use in the classroom and that the target language's acquisition is determined by maximum exposure to the language (Krashen, 1985). She also believed that learners should speak and get exposed to the language from their first day especially in first-year undergraduate courses in order to gain the knowledge and the skills needed. Therefore, it is crucial for the teacher to maintain an L2-only classroom. These results are in line with the findings of Miles' (2004) which encourage the usage of L2-only in the classroom and the maximum exposure to it.

Furthermore, this instructor viewed code-switching to the Arabic language in the English classroom as undesirable because it is believed that it hinders the acquisition of the target language which supports Kulmakorpi's (2020) and Pacek's (2003) findings that showed that using the native language in the class might lead the systems of L1 and the target language to interfere thus making it more difficult for the students to acquire the L2. Also, based on the findings of the interviews, it is believed that teachers' code-switching prevents the students to become independent learners. From one teacher's perspective, the regular use of the Arabic language in the classroom makes the students more encouraged to depend on the teacher for explanations of unknown words through translation, instead of them making an effort to understand abstract terms through context clues. This is due to the fact that when students are given the choice, they will certainly go for the easier way of understanding which is to depend on the teacher's translation or them using the Arabic language rather than trying to generate meaning in

the English language using their own linguistic repertoire. This is in line with the findings of Mahdi and Almalki (2019) which showed that when the teacher code-switch, the students pay less attention to the target language and thus depend more on the teacher's translations. Moreover, according to one teacher's point of view, learning the target language happens through struggling and not through the teacher's translation which is also supported by Zulfikar (2019).

5.1.2 Positive Attitudes Towards Code-switching

Based on the interviews, the majority of the teachers believed that although English must be the main language of instruction in the classroom, the teacher and the students should switch to Arabic due to the fact that it is the language that the learners know and are familiar with. Moreover, they emphasized the importance of code-switching from English to Arabic when there is a language barrier and when the students seem lost, so they code-switch in order to enable the learners to understand the subject matter or the lesson being taught, since the learners are learning English as an L2. According to Gumperz (1982), language becomes a barrier when the students don't understand what is being said. The participant teachers also indicated that sometimes it is very difficult to teach the classroom exclusively in English especially in first-year undergraduate courses since the students' proficiency is very low so switching to the Arabic language facilitates the teaching and understanding process. This concurs with Abualzain's (2019), Adriosh and Razi's (2019), Bahous et. al (2014), and Bhatti et. al (2018) findings which showed that teachers perceive code-switching as a facilitating tool in the language classrooms. Also, it is clear from the interviews that the teachers

believed that code-switching is used to increase the students' learning. Some of them stated that switching to the Arabic language is particularly useful for teaching new words which are unfamiliar to students who have little knowledge of the English language. This reflects the findings of Alhamdan (2018) and Abeid Allah (2020). In addition, it was revealed throughout the interviews that most of the teachers believed that switching to the Arabic language is necessary and beneficial with students who are low-proficient in English, which supports the findings of Selamat (2014) and Caballero and Celaya (2019).

Furthermore, the interviews revealed that most of the teachers believed that code-switching to the native language help them save time compared to using the English language only while teaching. They mentioned that code-switching makes it easier for them to carry out the lesson which in turn consumes less time and enables the teachers to teach more efficiently. This supports the findings of Ooi (2017). Also, they mentioned that using the native language in the classroom decrease the students' anxiety level and help them learn better, which is in line with the findings of DeSmet et al (2018), Rospel (2019), and Shabir (2017). In addition, the teachers highlighted the importance of code-switching in increasing the students' self-esteem and confidence, which reflects the findings of Moghadam et. al (2012).

5.1.3 Comparison between Positive and Negative Attitudes of Teachers

Regarding Code-switching

The analysis of the data collected from the interviews as well as the observations revealed contradictions in the teachers' attitudes towards code-switching in the TEFL

undergraduate classes. The comparison between the positive and negative attitudes towards switching to the native language showed that the majority of the teachers (3 out of 4) had a positive attitude towards using code-switching in the class. However, one of the teachers held a completely negative attitude towards using the native language in the TEFL courses. Also, the teachers that had a positive attitude insisted that code-switching should be controlled and used in beginner classes only while it should be limited in more advanced levels, which is in line with Horasan's (2014) findings. However, although these teachers stated in the interviews that they are against code-switching in the advanced classes, the observations showed that they use the native language sometimes during the sessions. This means that teachers are using a teaching method that they believe is incorrect but necessary in teaching a foreign language. This variation can be linked to the mono-lingual approach that is supported by experts such as Atkinson (1993) and Macaro (2005). These monolingual beliefs are deeply rooted in the teachers' brains that they stated that code-switching during the lesson makes them feel guilty.

The difference in the teachers' attitudes towards code-switching may also reflect the inconsistency between how they perceive the ideal classroom for teaching a target language and how they actually teach in the class. Although most of the teachers perceived code-switching as a facilitating tool in the teaching and learning process, they also warned that it should be controlled and limited for specific purposes and that overusing it may lead students to become dependents on the teacher. They believed that using the native language excessively discourages the students from becoming independent learners as they will rely on the teacher to always translate. Some of the teachers also believed that using the native language while teaching the target language

would lead the students to become non-proficient in the target language and thus use it in a wrong way despite the attitudes of the teachers that perceived code-switching as a facilitating tool for learning and a technique that save time in the class. These opposing viewpoints can be understood as a battle between the teachers' beliefs and the classroom circumstances (Miles, 2004).

It can be suggested that although teachers believed that code-switching to the native language have negative aspects, teaching in a real classroom doesn't allow excluding the students' native language completely. In a similar way, while teachers could be trained to avoid code-switching, it cannot be denied that it is a facilitating tool to use sometimes. This coincides with the studies of Attieh (2015), Blackledge and Creese (2010), and Greggio and Gil (2007) that support the idea that code-switching to the native language can facilitate the teaching-learning process. These findings also support the studies of Almusharraf (2021) and Nilsson (2020) that showed that teaching a class using only the target language will lead to students' frustration since they won't understand everything being said.

5.2 Research Question 2: What are the students' perceptions regarding code-switching in the TEFL major classrooms?

Based on the analysis of the focus-group interviews, the percentage of positive perceptions regarding code-switching from the students is higher compared to the negative perceptions of code-switching. It is evident that the majority of the students perceive code-switching as a facilitating tool in the classroom as it helps them better

understand the material, which is compatible with the findings of Attieh (2015), Nordin et al (2013), and Song and Lee (2019). Most of the students mentioned that when the teacher code-switches to the Arabic language, they understand and comprehend the lesson better, which is similar to the findings of the study conducted by Abualzain (2019). In addition, the students indicated that code-switching to the native language makes them feel more confident and motivated to learn the material. When the students were asked about the occasions that they prefer the teacher to code-switch, the majority indicated that they prefer the teacher to use the Arabic language when explaining new terms. However, when they were asked if they believed that they would have become more proficient in English if the teacher speaks only in English in the class, a high percentage of the students agreed to that. This contrast in the results suggests that the students prefer the teacher to code-switch only for certain purposes and in certain situations. Teachers' switching to the native language may be the preferred method by the students when the teacher is explaining material that is new to the students or when he/she is translating abstract vocabulary words, although it may not be the preferred method for other parts of the session. This is similar with the findings of Abeid Allah (2020) and Al-sufayan (2021). The interviews also showed that students prefer the teacher to let them code-switch to the Arabic language when they want to ask questions, participate, or when they feel unable to express what they intend to say using English only, which is in line with Rauf's (2018) study. Nevertheless, it is clear that the majority of the students perceive code-switching as a facilitating tool in the classroom for material comprehension and other reasons like decreasing anxiety levels, feeling more comfortable to participate, and helping students to enjoy the lesson.

Although the percentage of the students who prefer the teacher to use code-switching and let them code-switch to Arabic in the English classroom for certain purposes is high, there are some students who showed negative attitudes towards code-switching to the Arabic language. A minority of the students indicated that they prefer their teacher to use English only in the classroom because they believe that this will influence them and motivate them to use English as well which is in line with Ariffin and Husin's (2011) and Rukh et al. (2014) findings. Students may believe that when they are more exposed to the language, they will acquire it better. This is consistent with Cook (2001a) who believed that learning a new language is the same as acquiring the mother language, so the target language should be learned in the same way a child acquire his mother language which happens through maximum subjection and hearing and that the importance of the target language will be best acknowledged by the students through the continuous usage of it. This can be possibly explained by the fact that students are not much exposed to the English language outside the class, so they prefer the teacher to use only the English language during the session so they can practice it more and be able to learn it properly. Another possible reason for the opposing opinions regarding code-switching might be the difference in students' language proficiency skills. Low-proficiency students might prefer the teacher to code-switch while higher-proficiency students prefer the teacher to use only English in the class. This is in line with the findings of the studies conducted by Al-sufayan (2021), Amara (2017), May and Aziz (2020), and Ooi (2017). In addition, most of the students stated that they feel guilty when they code-switch especially that they are in an English-based class and are majoring in TESL so they will probably become English teachers in the future. This feeling of guilt is associated with the idea that they are expected to use English only and

that using the Arabic language makes them feel that they are less competent than their friends. These attitudes can also be linked to the common educational beliefs that second language classes should be mono-lingual (Selamat, 2014).

5.3 Research Question 3: When do teachers code-switch in the TEFL major classrooms?

The teachers' practices of code-switching, as mentioned in the findings, can be grouped into four categories: code-switching to make the learning process easier, code-switching to explain meaning of difficult terms, code-switching to meet the students' learning needs, and code-switching to maintain discipline. The observations revealed that teachers code-switch to the Arabic language mainly to facilitate learning. However, code-switching to maintain discipline is used less than the other functions.

The teachers reported that they code-switched mainly to help the students understand meanings of new and difficult terms, which is consistent with the findings of Abeid Allah (2020) and Vao (2011). This was also supported with the findings from the observations where it was discovered that three out of the four observed teachers used the Arabic language to translate difficult terms. Through the interviews with the teachers and the observations, it was also revealed that teachers code-switch in order to help the students learn better and make the learning process easier by giving them real-life examples from their native language in order for them to be able to relate. The teachers also helped them understand the concept better by supporting the idea being taught through translating it to Arabic. This is similar to the findings of Abualzain (2019), Adriosh and Razi (2019), Bhatti et al. (2018), Caballero and Celaya (2019) and Nazeri et

al. (2021) who showed that teachers use code-switching in the class to facilitate the learning process for the students.

In addition, the teachers' responses in the interviews and the observations revealed that the teachers' usage of code-switching is linked to the anxiety levels of the students and their motivation, which may be due to the fact that the students are not much familiar with the English language and have limited proficiency in it. For example, comparing the four classes that I observed, in one of them the students were so motivated and participating all the time using English and willing to try their best to complete the conversation in English while in another class, the students didn't participate at all and they were using the Arabic language the whole time when they are participating or asking something even if the instructor asked them to try to say it in English. When the teacher was asked about this issue, he mentioned that this course was taken as an elective by first-year undergraduates and required for their graduation which makes them de-motivated to acquire the language and have limited English proficiency. According to him, in such a situation, it is very hard to keep using English only in the classroom and not code-switch. This is compatible with the findings of the study conducted by Al-sufayan (2021) who showed that low-proficiency students require the teacher to code-switch in order to understand and not lose interest in the subject being taught.

Therefore, the teachers choice of whether to code-switch or not can be interpreted as a way to decrease the students' anxiety levels. When the teacher uses the students' native language in the classroom, she/he will provide them with support which is very beneficial and essential when teaching students who have low-proficiency skills in the

target language. According to Krashen (1982), if the anxiety levels of the students are high, they will not be able to acquire the target language.

Moreover, the teachers code-switched to maintain discipline and manage the class. For example, he/she used the native language in order to encourage the students to participate. From the data of the observations, the teacher code-switched to the native language to restate the questions and get responses from the students in Arabic when didn't respond to the question when it was said in English. Also, when students were unmuted themselves and background noise was disrupting the class, the teacher used the Arabic language in order to get the student's attention to mute him/herself.

It was also shown that as the teachers' code-switching increases, the students' code-switching also increases and when the teacher acknowledge their response in the native language and replies to them in Arabic as well, their tendency to address the teacher in the native language increases. For example, one of the instructors that I observed didn't object to his students' code-switching and replied to their questions using the native language. This revealed that it increased code-switching to Arabic in the class. However, the other teacher limited the usage of the Arabic language so the students barely code-switched in her class and became more motivated to use the English language.

On the other hand, the classroom size and time didn't seem to have an effect on teachers' or students' code-switching which contradicted Attieh's (2015) and Köylü's (2018) findings. Both classes that I observed had same time limit (75 minutes) and the size of the class didn't affect the practice of code-switching. In the four classes that I observed, sometimes classes with lower number of students code-switched more than classes with a higher number.

Chapter Six

Conclusion

6.1 Introduction

Code-switching in the classroom is a very debatable issue in the education field. This study aimed to discover the teachers' perceptions and practices regarding code-switching in the first and second year TEFL major classrooms as well as the students' perceptions regarding code-switching. Given the educational functions that code-switching can serve in the classroom and according to the previous findings, it can be concluded that code-switching is beneficial to both the teachers and the students. The opposing viewpoints it includes should be viewed as thoughtful considerations rather than roadblocks to accomplishing learning objectives. The usage of the native language in class is unavoidable but the target language should be encouraged more since we can't ensure that it will be used outside of class, as English is not a native language in Lebanon.

6.2 Implications of the Study

The first implication of this study is that teachers should use the monolingual and the bilingual approach in a suitable manner in their teaching practices to serve better outcomes for the students. Also, code-switching should be regarded as a facilitative tool for teaching and learning when used effectively. As this study revealed, different factors

(students' motivation, students' level of proficiency) trigger the use of code-switching. Thus, code-switching from the target language (English) to the native language (Arabic) should be allowed by the teacher when it is necessary and when it serves educational purposes in certain circumstances in the classroom. Such purposes include: helping the students understand difficult concepts that they won't understand it just by explaining it in English, providing real-life examples in order for the students to relate their learning, helping the students feel at ease and comfortable, and letting the students express their thoughts and ideas when they can't do that using English only. Using the monolingual approach in classes that are higher such as third-year or even second-year is recommended since it will provide maximum exposure to the English language and students would have higher levels of proficiency in English. But in first-year undergraduate courses, using the native language suitably is also beneficial in certain times. This implication is strongly supported by Attieh's (2015) and Kresheh's (2012) findings which showed that using the native language is beneficial when it is required by the students and the context.

Another implication of this study is that code-switching helps learners not to feel alienated from the classroom. Thus, when something is not understood by the students through the teaching process, code-switching becomes a must in order for the students not to be confused and lost. In this case, it enriches and facilitates learning. This is supported by Bahous's et al. (2014) study which showed that using the native language in the classroom when needed doesn't hinder the target language's learning. What is more important is not whether the teacher used the native language or not, but for them

to understand that the native language can sometimes help the students understand the material better and be useful for them.

However, teachers should also pay attention to the importance of increasing the use of the target language in the classroom as well. This is also supported by researchers who are against the monolingual approach in the classroom and stated that the native language should not be used abusively. According to Prodromou (2002), “Our strategic objective will continue to be maximum interaction in the target language and the role of the mother tongue will be to enrich the quality and the quantity of that interaction in the classroom, not to restrict or impoverish it” (p.5).

6.3 Limitations of the Study and Suggestions for Further Research

Since the campus where the study took place is small, all teachers were asked to participate in the study (only four), and they are all the teachers that teach the TEFL major classes. So, a larger number of teachers should be investigated in further research in order to represent the Lebanese context on a larger scope.

Also, conducting the research in only one university is another limitation of the research since the results cannot be generalized to all the institutes of education that offer a major TEFL. In further studies, it is better to investigate more than one university in order to get a wider view of the teachers’ perceptions and practices of code-switching.

A third limitation of the research was the observations that took place online instead of live due to the Corona virus. Live observations provide more valid ratings (Curby et al., 2016). Further research should conduct live observations of the classrooms, if

possible, in order to consider everything that is happening in the classroom instead of just focusing on what is visible on the camera or audible (Curby et al., 2016).

A fourth limitation is the lack of research related to students' attitudes towards code-switching.

A fifth limitation was the difficulty in convincing the students to join the meetings for the focus-group interviews where only three of the thirty-eight students joined the meetings after sending multiple emails to them. So, I had to join the sessions and conduct the interviews with the students during their online classes.

For future studies on code-switching in language classrooms, longitudinal studies investigating the changes in the teachers' and students' code-switching levels at the beginning of the semester/year and the end of it will be beneficial. It is assumed that as the students' proficiency levels in the target language increase, their code-switching to the native language decreases. So, the results of such investigations will be crucial in debating the negative perceptions of code-switching in the language classroom.

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Appendices

Appendix A

Teachers' Interviews

1. What is Code Switching in your point of view? (provide definition for code-switching)
2. What is your opinion about it?
3. What functions does it serve in the classroom?
4. Do you encourage or discourage using code-switching in the TEFL undergraduate classroom?
5. Does it occur a lot in the classroom, and who switch codes?
6. When does it most frequently occur?
7. What effects do you think code-switching has on English language learning?
8. If you code-switch, why do you do that in the TEFL undergraduate classroom?
9. How do you feel when you code-switch in the TEFL undergraduate classroom? Do you use this strategy on purpose or as your last way out?
10. When do you think using code switching in teaching is most effective? Least effective?
11. How do you deal with students who code-switch/what do you do when students code-switch?
12. Anything to add about CS?

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The questions are adapted from these two studies and modified.

Appendix B

Students' Focus Group Interviews

1. How do you feel when the teacher speaks only in English in the class?
2. How do you feel when the teacher switches to Arabic in the class?
3. Does the teacher's code-switching motivate you more and help you learn better?
4. Are you allowed to code-switch in the class? If yes, how do you feel about you code-switching? When are you allowed to code-switch in the class?
5. In general, do you prefer the teacher to code-switch or not?
6. On what occasions do you believe that the teacher should code-switch?
7. Do you believe that you would have become more proficient in English if the teacher speaks only in English in the class?

Appendix C

Rubric for Observation

Arabic spoken by the teacher (what did he/she say)	Context in which Arabic was spoken

Appendix D

Transcriptions of Teacher 1 Interview

1. code switching in my point of view heye l inclusion of the mother language eh...as students use the target language... the inclusion of both mother language and target language in the students' production.
2. eh..hala2 it depends on the situation and different factors.ya3ne sometimes it can be helpful eh... sometimes its better to be avoided. For example iza 3anna speaking activity I cannot permit that. Whereas students like... .. aw we're short on time aw students cannot express themselves well ya3ne I can permit it for the purpose of let's say better comprehension.
3. hala2 it might... serve good purposes. Ya3ne... student... hala2 some students are shy and reserved. They do not express their opinions or if they have any misconception. They are not...they do not show or tell you about this misconception. Hala2 when one of their colleagues or peers uses it, ya3ne this may clarify or reflect their queries as well. W... with that they...ya3ne they overcome certain obstacles. Haydelalpeers.wlal students the same for the students who uses this method. Ya3ne kamen it might clarify certain points ya3ne help in understanding... they can express his ideas or what he needs more clearly. Ya3ne switching to the Arabic language in the class bizid l motivation lal students hataysherko w kamenbikhaliyunyunkunoaktar confident. Kamen bisiro motivated hata yet3alamo l language lama ykuno 3am yefhamuwa.
4. hala2 ... as far as I know ya3ne recently tel3et study eh... which encourages the use of L2 be3te2ed 3emluwa bel AUB. Maba3ref don't remember. Eh...ya3ne... aloenu the use of L2 in English language classroom ya3ne is not that drastic...is not that bad. Hala2

I personally enudepending on the situation, on the activity. So sometimes it's very useful..very helpful... w in certain situations ya3ne it must be avoided.

5. hala2 kamen depending on the students themselves, on the lesson... Both ya3ne ana I sometimes switch codes..my students sometimes switch codes w... of course bas the students...do it more often.

6. in situations when the students are asked to express something and ... they cannot do that properly or comfortably using the target language only so they include certain L2 or mother language.

7. .hh hala2 of course.. the use of L2 ya3ne aw target language..alone ... ya3ne can be very helpful in developing L2 proficiency ... Bas kamenenu it might be helpful in comprehension. Hala2 akid in developing L2 language proficiency, using L2 alone is better. Bas kamen it can help if the student translates some of their target language to the mother language or vice versa la2eno haykbedmanenukellonfehmoshu shara7t.

8. kamen as I said, I do that if I'm ... I don't have a lot of time to explain using the target language or the TPR method so I just I do that to save time w kamen for better comprehension if I see that some students are struggling especially those of low level... low proficiency. So... I have to code-switch ya3ne majbour. Kamen aktarshi besta3mel l Arabe lama koun 3am eshra7 shijdid w l tlemiz ma yefhamo.

9. I do my best to use it in a minimal way. W ... hala2 what do I feel ... sometimes I feel guilty otherwise I feel satisfied when I see the end product enu my students understand the idea perfectly.. ya3ne kamen depending on the situation. Sometimes it is satisfactory and sometimes I avoid it as much as I can. Kamen if I have enough time, if the lesson is easy I know it should be understood and the idea is easy it should be grasped by using L2 only.

10. ... hala2 as I mentioned earlier kameen it is least effective when you're trying to develop aw your objective is to have your students develop their oral proficiency aw their speaking skills. Akid if they use Arabic or the mother language in a speaking activity so this defeats the objective or the purpose. Students will not develop their speaking skills... where is it most effective when for example there is an idea which is difficult ya3ne students cannot understand it perfectly using TPR masalan as a method so here the mother language of course helps in saving time and in delivering the idea in a good way.

11. when students code switch I do not encourage that w at the same time I do not reprimand it. Ya3ne I ... see if the idea of their codeswitching is something that most students would also do the same thing I accept it but at the same time I ask them to try to express it using L2.

12. ... well in general code switching is not something very bad w at the same time its not something which should be encouraged. Depending on the situation and the students' level, the lesson itself.

Appendix E

Transcriptions of Teacher 2 Interview

1. .. well um.. its when you are using more than one language in your own speech when you are conversing with someone.
2. ... um... ah.. well.. in real life every Lebanese codeswitches like when you say hi kifakcava..everybody does it.. ah however in my class.. my opinion is totally different .. um.. now it shows that you are .. that .. you have knowledge in these languages however I believe it might hinder the students development of the L2 language skills at a certain point of course .. to a certain level I mean. And also it will lead to unacceptable usage of the language among the students.
3. um... it might help when I'm teaching certain terms related to both languages. For example when I'm teaching the positive transfer and the negative transfer of languages that is when I have to code switch.
4. um ... actually I discourage that during the first year .. I want my students .. Students will feel more motivated if they felt that there is a necessity to learn the language. when I speak English they feel that they need to speak it too and learn it. But when I use Arabic they will depend on me to translate the words they don't understand. now as a teacher I never code switch .. that's a habit of mine and I believe that is the influence of my coordinator when I was a teacher at a school in Zahle ... so he always told us not to even state one Arabic word in class not even to say yalla. So that is something .. it became like a habit of mine and I never spoke Arabic in my class except when I was unable to explain a certain idea or a certain term .. is related to something that is related to something in our country and I have to talk about it in our native language then I would use my L1. Other than that I wouldn't use it. But also sometimes the students' levels oblige me to switch to their native language.
5. in my classes as I said I never code switch but my students definitely do.. not all of them but .. well it depends on students' level I have noticed that some students .. they resort to using their L1 when they feel they're unable to express themselves in their second language... while other students who are fluent speaker .. fluent L2 speakers as I noticed they do not code switch... or if they do its only word or two.
6. when students want to answer a certain question on the spot or when they interacting .. participating in class.
7. um .. well ... as I said before it would hinder their development of the language skills or the L2 language skills. However, I do believe that in the future ...translation in a certain way will be allowed in L2 classes because as studies have showed it does help

students to develop meta-linguistic awareness, highlight some areas of contrast between L1 and L2 and it would also acknowledge the L1 knowledge... and the culture.. so it has lots of pros however we cannot just rely on translation and code switching in the class as I believe there should be certain limit to using code-switching in English classes specially undergraduate classes, because code-switching leads to unacceptable language use which means that students will learn to speak mixed language..not pure... and this will affect their proficiency and accent as well ... the whole structure of the second language.

8. as I said before if I want to explain a certain term that is related to our L1 I would use the L1. Other than that I wouldn't use it.

9. no on purpose of course.

10. um ... least effective if you are not using scientific terms ... what I mean by scientific is terms that are related to our learning ... and most effective if they are related .. as I said when I'm explaining positive and negative transfer in teaching theories I will have to give an example on how students can transfer from L1 to L2 and how it might interrupt their learning so I will give them certain examples from our L1.

11. if we are having a certain session going on I cannot just stop the session and say please we have to speak in English but I would do that maybe at the beginning of every session .. if code switching occurs frequently in any of the sessions. But I have noticed that most of my students .. they would try to express themselves in English and they wouldn't resort to code switching .. maybe because I'm only speaking in English with them.

12. hmm ... no I believe that is all .. ah .. yes one thing now code switching .. you were telling me before about our students later on becoming future educators .. now if they would be teaching younger students like KGs I believe they will have to code switch at a certain point because these young learners maybe most of them haven't been exposed to the L2. So it would be very difficult for them to just go into a class where the teacher speaks pure English or the L2 language .. in my opinion the teacher should code switch from time to time with young learners but not with older learners in order to help them improve their language and develop their skills and consequently become fluent. So it depends on the level.

- If students didn't understand a certain thing in English especially in first year undergrad, she (Miriam) would rephrase.

Appendix F

Transcriptions of Teacher 3 Interview

1. code-switching is using for example the first language, students' first language in the class so you switch instead of doing everything in English, you can switch to Arabic to explain certain things and it happens through the explanation in the classroom.
2. I prefer to be honest ana I prefer not to code-switch in the classroom, bas sometimes I end up doing it hek unconsciously and sometimes it is important for the students heke it helps them understand the explanation.
3. I use code-switching sometimes if I need to explain certain instructions in a very clear way especially when I see the students not really catching what I want them to do for example so I might use Arabic. Ya3ne I don't use a lot of Arabic in my classroom but in some cases I feel that I have to la2eno I repeat the thing more than once and students are still confused about it so I might use Arabic. Sometimes kamen some of the concepts I'm explaining are a bit complex ya3ne especially in literature, some of the concepts be a bit confusing so I need to use their own language because the students feel more comfortable hek hearing their language aw they find it a little bit less challenging aw a little bit comforting. Basically I might explain certain concepts hek briefly in Arabic or give them the equivalent term in Arabic hek ya3ne whenever I see the students stuck aw not able to grasp hek quickly I use Arabic.
4. ana I don't encourage it much but sometimes I feel that we need to use it. I might feel the urge to use it in many cases but I prefer if we definitely speak only English in the classroom but sometimes again as I said ya3ne you feel that you are forced to use Arabic as I said ya3ne to make students feel comfortable, to clarify certain complex issues. Hala2 do I recommend it, as I said no but in some cases yes you might need to use it.

5. definitely the students. I always encourage them to use English but they ask in Arabic. I ask them please ask in English or say this in English, but they often tend to use Arabic. They are encouraged to use English and sometimes they are asked to repeat their questions or to repeat what they're saying in English but to be honest the majority of the students use Arabic because their English is not yet advanced to a level that would allow them to freely and fluently express their opinions and points of views. That's why they find it easier to use Arabic in class.

6. when the students need to answer questions or when they can't express the answer fluently so they tend to use Arabic.

7. if it is used in a proper way, I believe it might have positive influence on language learning, if used in a proper way. But if it is used in a chaotic way let's say, or disorganized way it can have negative influence. Because if you encourage the students to use their native language, they wouldn't be able to learn the new language because they need practice the new language because if they don't practice it they won't be able to speak it or write it fluently. But sometimes as I said in certain cases you might need to use the native language of the students because it can help them in one way or another understand let's say certain concepts, feel more comfortable, because I sometimes hear many of the students say they miss when we use some Arabic we can't understand everything. But sometimes I feel more comfortable using equivalents of certain concepts in Arabic instead of just keep explaining the concept over and over again, if you use the equivalent term in Arabic they got it right away but this doesn't mean you always speak Arabic or explain everything in Arabic because this will make the students have the impression that I will always translate. One more thing I wanted to say is the main

target of the language classes is not to teach only concepts but also to teach the language, how to speak and how to use the language ya3ne you need to speak it to be their role model. You need to speak the language in front of them so that they can use the language as well.ya3ne hata in some cases its more comfortable for me to switch to Arabic, in some cases it helps me explain what I want to explain hek easily. Bas akid in certain cases and not all the time.

8. as I said abel if I need to explain certain instructions or save time.

9. sometimes yes. Sometimes I feel guilty and I feel really upset l2no i don't want to use this much of Arabic. Ya3ne ana I don't use much Arabic bas sometimes you have to.

Ya3ne hata with my little amount of code-switching I feel guilty. Bas sometimes I have to ya3ne because sometimes I feel enu when I speak English as if I'm speaking a very foreign language, ya3ne for some students as if I'm speaking Chinese ya3ne in this case if I continue to go on speaking English in a way that they don't understand what I'm saying, la2 its better to code-switch. Ya3ne ana I need to communicate and deliver a certain concept and lesson, if they don't understand anything, this is a problem. W khasatan our students' English ya3ne is week so the students come to university unprepared to use the English efficiently so this is a problem. Hala2 in some classes, hasab ya3ne l level lal students w their English skill levels kamen.

10. most effective is when you're explaining certain key points that are very important for the students to understand in order to go on with the lesson and not waste time. It's least effective when you are ... switching to Arabic to communicate things the students would be able to simply understand it in English with some effort. Sometimes if they make some effort they can understand it so let them make the effort. Otherwise they would take it enukhalas the teacher would translate it to Arabic mshdaruri that I ask her

to explain it in English ma shi will do it in Arabic. No they need to make some effort sometimes.

11. ya3ne I usually ask them to repeat or say it again in English. Hala2 sometimes it is unsuccessful la2eno I ask them and they switch again to Arabic but I keep reminding. That's the best thing I can do l2no sometimes if you force them to use English they won't speak at all.

12. on a personal level I believe enu we shouldn't code-switch a lot. Ya3ne ana I feel especially in certain classes ya3ne introductory courses l students might be new to the university and to the language itself, you may use code-switching, but at higher level I do recommend that we don't switch a lot but again as I said sometimes we are forced to use it, students force us to do it so sometimes we do it unconsciously ya3ne without even noticing we switch. If we want to switch, let it be not much and in certain cases and in a proper way, so that it can have positive influence on students rather than a negative influence on their ability to learn the language.

Appendix G

Transcriptions of Teacher 4 Interview

1. Code-switching is when a speaker or let's say a teacher switches between languages when speaking ... example if you're using English you might switch between English or Arabic or any other language ... usually code-switching happens between let's say the second language and the mother tongue.

2. code-switching is very normal to me .. I believe that in a normal context you might switch codes regularly .. if you're speaking any language you might use another one .. in your normal speech with any person .. in a teaching context I think it would be helpful for teachers and students because students sometimes might feel that they need to hear their Arabic in the classroom to feel confident probably about their learning or to feel safe or secured when they're learning because sometimes they don't understand a certain thing said to them .. they might not understand the question or the instruction .. one word in Arabic might help them better understand what is said and they would feel confident about what's happening around them .. so I guess there should be or it could be helpful in certain situations and that's why I think it's very normal.

3. if it is overly used it wouldn't be helpful because then you wouldn't be teaching the target language however sometimes if u use it moderately or when you know when to use it or control the usage of code-switching then it could be helpful. it could save you time because sometimes you would be repeating one concept over and over again and in different ways probably explaining it in a different way trying to elaborate on it and still they don't understand the word.. you could simply give the meaning in Arabic or use a word that could express it in Arabic and you would save time .. sometimes it would make the students feel confident or safe or secure or it can give them a friendly

environment because they would be hearing a language that they are confident about or comfortable with especially at the beginning of the year.

4. in the TESL or TEFL we're considering not to code-switch most of the time because in this situation you're trying to help individuals to become English teachers and at this stage they should improve their usage of the language however if at a certain point the teacher feel that the students are not at ease with a certain concept and they might need .. translation its not a big deal but if it is used all the time then yes it would be a problem. Then you're not improving their language. eventually they're going to become teacher and if they don't have a good second language or good command of English how would they be able to teach.

5. it depends on ... most of the time it's the students and this is where the teacher has to remind them not to code switch. But also it depends on the teacher herself or himself ... how often they pay attention to what they're doing. Because sometimes we do it unconsciously because students are code-switching all the time so eventually we just do it without paying attention to it. And because students keep on nagging that they don't understand ... it's not clear for us can you say it in Arabic .. so eventually we do that. But most of the time it is the students who code-switch not the instructors.

6. I think at the beginning of the learning process because they are not .. probably they don't know how to use the language well and they're not too confident about their abilities yet.. they haven't had proper practice with language. at their early stages of learning the second language.

7. it would affect the learning process because you're not giving the language the way you're supposed to. if you look at it whenever someone travels somewhere and they're exposed to the language the way it is without external factors without code-switching,

they would eventually learn it because you have to use the language. so if we keep on code-switching and giving the students alternatives other than English in the classroom, they won't learn the language properly. Now at the early stages, like remedial English or beginners, you can code-switch but when it comes to a major like TEFL, code-switching at the beginning could be acceptable it would not be a problem it wouldn't hinder but later on if you keep on using it, the students are not exposed enough to the language so how would they use it properly, how would they have enough exposure to the language to be able to use it in the right way.

8. sometimes the students might have difficulty in understanding the language, or the concept or the term. Sometimes because you want to save time probably one word might save you a lot of time or a sentence in Arabic would explain the concept better than having to spend 15 or 20 minutes explaining it in English. Sometimes it happens because students are code-switching all the time so you just code-switch. Sometimes the instructor is just used to code-switch.

9. if it happened a lot yes I would feel guilty and I would actually remind myself that I shouldn't do this next time.

10. it could be most effective when there's a problem and you actually need to code-switch and this is where you decide on it after you have used all your resources .. it is least effective when it is used most of the time and eventually you are not using the target language.

11. i remind them of the rule that we shouldn't use a different language in the classroom or I make them repeat the answer in English.

Appendix H

Transcriptions of Students' Interviews

1. How do you feel when the teacher speaks only in English in the class?

“we don't understand everything w men7es 7alna day3in.”

“men7es hada men gheirkawkab 3am ye7kina”

“fi shaghlet ma mnefhama”

“It's hard sometimes because I'm French educated I can't understand all words”

“Personally I think it's beneficial if the teacher speaks only in English in the class because it pushes the students out of their comfort zone and it makes them want to learn English even more so that they don't struggle with wanting more Arabic words to be included in the teaching session.”

2. How do you feel when the teacher switches to Arabic in the class?

“When he uses Arabic, we understand the subject better for example fi kelmet English ma menkun mna3refa fa bel Arabe rah nefhamaahsan.”

“Lamayehkekel l wa2t bel English mensirneshroud bas lama ykun 3am ymare2 Arabemensir la2eno 3am nefhammensirmrakzin ma3o aktar.”

“It's better it helps me to understand the idea”

“Sometimes it's necessary to switch because of the language barrier because not everything can be explained in English the way that it is in Arabic and vice versa so in order for someone that is not a native English speaker for them to understand the lesson better they should be able to hear some of the essential learning key words in their native language.”

“the people that do not understand English they will”

“I am with English all the class”

“bertehaktar w hekbefhamaktarkamen”

3. Does the teacher’s code-switching motivate you more and help you learn better?

“Yes akid”

“Yes it motivates us aktar w akid we learn better”

“Eh la2eno menkun 3m nefhamshu 3am yehke”

“eh mnestafidaktar”

“yes”

“yes”

“No it just translates the idea”

“yes”

4. Are you allowed to code-switch in the class?

“Eh bikhallinaakid bas mesh dayman.”

“Eh”

“Yes”

“Yes”

If yes, how do you feel about you code-switching?

“shway ana bhes bel zanb lama esta3mel l Arabic bl saf.”

“Eh ana shwybhesenu mesh shatra”

“Ana la2 ma bhes bel zanb la2eno mahada bya3ref kelshi bel neheye ya3ne mesh ghalat 3am net3alam shwayshway”

“Bhesenuahsan law katabna w hkina bel English law kennaadrinakid bas ana mesh adra”

“I think you should use Arabic sometimes but not all the time. If you feel that you cannot ... enu ... d2i2a ... enu if you feel that you cannot t3abri 3an halik then you should use Arabic. Bas la2 ma bhes bel zanb.”

“it’s not about guilt because Arabic will always be my first language so even if sometimes it’s necessary to use it, it’s never about guilty but it’s more about the integrity of using it because using English in an English-based class is necessary to obtain all the necessary things that we are supposed to learn but Arabic once in a while will not completely erase the integrity of the class”

“Yes I feel guilty because I am in English class”

When are you allowed to code-switch in the class?

“izakelme ma 2derna n3abber 3anna bel English aw shifekra”

“iza ma fi wa2t kteer la yenterna l doctor”

“When trying to find examples that we see every day on our everyday basis as Arab people, when we have to talk about things that we do not experience in English but in Arabic that’s usually when we use Arabic.”

“lama ma 2dert nwassel l message li bdnayeha aw l answer so bta3tina permission”

“lama l doctor masalan yeshra7 kelshi bel English w ykhalesbhebenu erja3 2ul l fekra bel Arabe la hata et2akad enefhemt li nshara7 sa7.”

5. In general, do you prefer the teacher to code-switch or not?

“Yes” (All responses)

6. On what occasions do you believe that the teacher should code-switch?

“lama yle2ina ma 3am nefhamshi”

“lama yehkekteer ma3lumet bel English w mesh kelonfehmeninon fa ymare2 kamkelme bel Arabic”

“lama ykun l darsjdidwl information jdidi 3layna”

“lama ykuno l terms m3a2adin w abstract”

“when there is new terminologies and vocabs”

“When the doctor explains new terms or ideas”

“When there is a group of students ma wesleton l fekra exactly fa heyebtdtarenutruh 3ala l Arabic language hatatwaselna l message”

“in explaining certain things”

“aktarshi bel shar7 lama t5alles shar7 fekra m3ayani bel English w tes2alna min fehem min la2 bas bda terj3 t3ida iza ma hadafehem bel English btedtar se3eta ennatehki bel Arabic”

7. Do you believe that you would have become more proficient in English if the teacher speaks only in English in the class?

“Eh because in that case we have to search for the meanings of the words ourselves without resorting to translation w hek mnet3alam aktar”

“No I believe if he code-switched to Arabic mnefham l ma3lumet aktar w bisir 3anna vocabs aktar”

“Mbalamenkunashtar law huwe bas sta3mal English la2eno lama yesta3mel Arabic kel l wa2t hek 3am ne3temed 3le enukhalas he will translate”

“hek mnet3awad nsir net3alam aktar”

“Yes”

“eh bhesizadallet 3am thki ma3na bel English walawhatta ma fhemna fi kaza tari2a tdalla 3am tehki fiya bel English twaselna l fekrahekbhesmensir more proficient in English ya3ne hatta bel accent bl speaking ya3ne haydaktrbinamilna hayed l lou8a 3anna. Bhebenu ana bas ehkiEnglish ma3 l English teacher taba3e ma bi2sr iza mara2t kamkelmeArabe bas bhesenu bet3awad la ba3den.”

“I think when the teacher speaks in Arabic it gives students an out to not put as much effort as they would actually put in to learn English because it’s just given to them the

answer in Arabic so they don't have to work extra hard to become proficient in English so speaking English only is a better way to put the students in the mindset that I'm forced to learn this otherwise I won't understand."